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PEACE CORPS TIMES

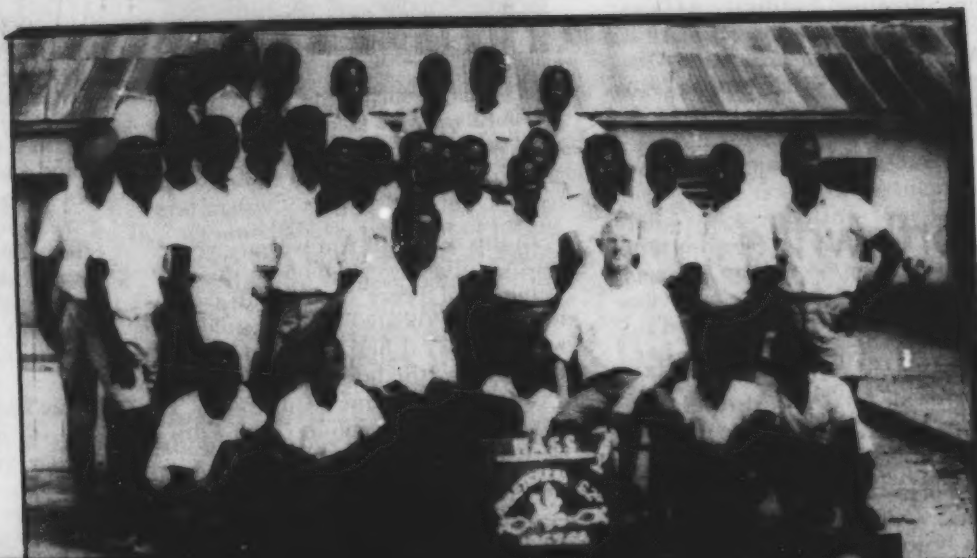
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**GHANA
1961
to
1986**



January/February 1986

About the Cover ...

The top photo is the Class of 1968 of Ghanaian Sarpei Nunoo (first row standing, seventh from left) with their Peace Corps teacher, George Gearhard (seated, right).

* * *

The lower photo shows Ghana I Volunteers at the presidential palace with then President Nkrumah (center) just prior to their return to the United States. Other dignitaries pictured are Ghana Cabinet Ministers Kojo Botsio, Foreign Affairs; Dowouna-Hammond, Education; B.A. Brown, Chief Education Officer and American Ambassador William Mahoney.

From the Director



Director Ruppe visits with PCV Mary Ann Lotscher in 1981 at her womens' pottery cooperative in Kpalime.

Worthwhile? You Bet!

Are you really making a difference? You bet you are!

A few months ago, the *Times* received a letter from Ghanaian Sarpei Nunoo, now employed with the United States Information Service in Ghana, which mentioned he had had a Peace Corps teacher. Now, 20 years after the fact, Mr. Nunoo has graciously shared with us his school photo and some thoughts about his Peace Corps teacher and friend.

"In 1966 PCV George Gearhard taught at West Africa Secondary School. I was 13 at the time. He was very friendly and had time for everybody at any time. He was really devoted to his work ... made certain everyone understood and worried when his students did not get the lesson. He took a personal interest in me because I had problems with math. He would ask if I had followed the lesson ... if I didn't he would go over it again.

Periodically, he would give tests and would always try to help us do well. If we did, he was pleased. If not, he would find out the problem and would give us extra help."

After Mr. Gearhard left Ghana, he wrote to me often. He contributed greatly to our education because when you meet someone dedicated to his work, it makes you want to do well."

In this our 25th Anniversary year, much has been written about the beginnings of Peace Corps and about its effects. Probably no one could or will ever say it better than Hubert Humphrey, the late Vice President and Senator from Minnesota. I quote from his memoir, "The Education of a Public Man."

"I introduced the first Peace Corps bill in 1957. It did not meet with much enthusiasm. Some traditional diplomats quaked at the thought of thousands of young Americans scattered across their world. Many senators, including liberal ones, thought it a silly and unworkable idea. Now, with a young President urging its passage, it became possible and we pushed it rapidly through the Senate. It is fashionable now to suggest that Peace Corps volunteers gained as much or more, from their experience as the countries where they worked. That may be true, but it ought not to demean their work. They touched many lives and made them better. Critics ask what visible lasting effects there are, as if care, concern, love, help can be measured in concrete and steel or dollars or ergs. Education, whether in mathematics, language, health, nutrition, farm techniques, or peaceful coexistence, may not always be visible, but the effects endure."

I will not attempt to improve upon Mr. Humphrey's words, but I would like to add a few of my own. The proof of these lasting effects is that Peace Corps is still around and is a vital as ever. Rest assured that the

effects of your Volunteer service will also endure.

Loret Miller Ruppe

Peace Corps Times

Peace Corps Director

Loret Miller Ruppe

Deputy Director

Edward Curran

Public Affairs Director

Hugh O'Neill

Peace Corps Times Editor

Dixie Dodd

The *Peace Corps Times* is published by the Peace Corps, Washington, D.C. 20526.

The views expressed in *Peace Corps Times* are those of the individual writers and do not necessarily represent the official position of the Peace Corps. The Director has determined publication of this periodical is necessary in the transaction of the public business. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget.

To the Times

To the Times,

Medical coverage for PCVs is generally quite good. Our medical insurance covers us while in country, both on and off the job, and on vacation, both in and out of country, with one peculiar and important limitation. The minute a PCV sets feet on US soil, coverage ends.

It can be argued that in the case of home leave for extending Volunteers or vacation leave, PCVs can be expected to handle their own coverage for the time they will be in the States. However, PCVs in Nepal feel that it is *not* reasonable to expect Volunteers to arrange and pay for their own medical insurance in the case of medevac or emergency home leave. These situations are unplanned, usually happen very quickly, and often find the Volunteer too physically weak and/or emotionally stressed to deal with matters like insurance. We feel that these are situations which should be considered official business.

Nepal's Volunteer council asked PC/Washington to explain the reasons for this policy and are waiting for a reply. Because this is a general policy affecting PCVs around the world, Nepal PCVs wanted to make PCVs in other countries aware of the policy.

Volunteer Council
Peace Corps/Nepal

To Nepal Volunteer Council,

Many questions on insurance are broached and we submitted yours to Peace Corps' legal counsel. As you will see from their response, not everything is a simple matter of Peace Corps policy, much of the time it is a matter of federal law.

"Limitations on insurance coverage while Volunteers are in the United States on emergency leave, medevac or home leave are imposed by federal law and not as a result of a policy determination by Peace Corps to limit such coverage. Medical care for Volunteers on medevac or emergency leave is provided under the Federal Employees Compensation Act (FECA) (5 USC 8142). For the purposes of FECA, Volunteers have been deemed to be employees of the federal government.

Under FECA, injuries or illnesses that are incurred while a Volunteer is on home leave, emergency leave

or medevac in the U.S. are *not presumed* to be service related. Thus, only injuries or illnesses, which can be determined as actually related to Peace Corps service are covered. For example, as a general matter an injury going to a medical appointment while on medevac would be likely to be covered but not an injury going to a private dinner or other private social event.

FECA specifically provides that "an injury or illness suffered by a Volunteer when he is *outside* the several states and the District of Columbia is deemed to be proximately caused by his employment (emphasis added)." Therefore injuries to Volunteers which occur overseas are deemed to be service related, as a general matter.

As noted above, payment of medical expenses would not be available for nonservice related injuries or illnesses occurring in the United States. For this reason and because questions sometimes arise as to whether medical problems relate back to a service injury, Volunteers should consider maintaining optional insurance coverage to cover non-service related injuries or illnesses while they are in the U.S.

I hope this fully answers your concerns. Readers should understand that these are general statements and that the facts of a particular case may govern the outcome. If any Volunteer has further questions with regard to insurance coverage while on emergency leave or medevac please feel free to write directly to: Barbara Johnson, Assistant General Counsel, or Karl Pulley, Director of Office of Medical Services in care of Peace Corps/Washington."

Dear Peace Corps Times,

Greetings from the city of Bamako in the prodigious land of Mali. I am writing in response to the September/October/November article by PCV Timothy Jones on St. Vincent in the West Indies.

I can not speak for other islands where Peace Corps Volunteers are stationed. But I can speak from my experience in Mali. And, I disagree with the Volunteer who advocates that Peace Corps/Washington issue Jeeps or other four-wheel vehicles to Volunteers. This is nonsense! Rather than to decrease the incident of Volunteer accidents and deaths, I be-

lieve that the issuance of Jeeps or other four-wheel vehicles will increase the rate of accidents.

I have personally witnessed, not Peace Corps related, four accidents in Mali and all were four-wheel vehicles. I have not seen a single mobyette or motorcycle accident. I think Volunteers are responsible for their safety on motorcycles and mobyettes and must keep in mind that, unlike the mainland, most island and Third World countries have a mass of bicycles, mobyettes and motorcycles in traffic which gives the driver a far greater consciousness of these two-wheel vehicles than in the States.

Peace Corps/Mali has provided an excellent motorcycle trainer, Craig Swingle, to train and educate the Mali Volunteers before they were issued motorcycles in 1984. I think the same applies on many islands as well.

This talk of wanting Jeeps and Land Rovers is not only foolish, but, in my opinion, it is also dangerous. The motorcycle and mobyette, given the particularities of our assignments abroad, are the best forms of transportation for Volunteers. An improvement would not be a larger vehicle, but a restriction on all vehicles, period.

Charles L. Metze II, M.A.
PCV/Mali, West Africa

PCVs Part Of King Ceremony

Peace Corps Volunteers, Peggy Digles of Sierra Leone and David Winters of Thailand were in the right place at the right time. While in Washington, D.C. they were invited to attend the first annual Birthday Observance for Martin Luther King, Jr. with Director Loret Miller Ruppe and Associate Director Arlen Erdahl as part of the official Peace Corps delegation.

Digles, a native of Las Vegas, has been working with Rural Health Development in Sierra Leone since May, 1985. Pleased to be a representative of Peace Corps at the celebration, she was impressed by the powerful role the Baptist church played in the day's events.

(continued on page 12)

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READER
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Ghana the First Peace Corps

Ghana was the first country in the world to welcome Peace Corps Volunteers.

According to early Peace Corps records . . . "Peace Corps Volunteers will teach math, English, chemistry, physics, biology, science and French in secondary schools under the supervision of the Ghanaian Ministry of Education. The importance of education to economic and social progress is widely recognized in Ghana. The country's Second Development Plan (1959-1964) allocates the third largest sum in its budget to education. Only communications and health and water budgets take precedence. Because of the shortage of teachers, Peace Corps will teach in the secondary schools and prepare young Ghanaians to become teachers."

The early Volunteers went through two months of training at the University of California, Berkeley and one month in Ghana. The training at Berkeley included:

- 120 hours of training on the British and Ghanaian school systems
- 120 hours of Ghana orientation—films, Ghanaian readings, geography, culture, politics and economics
- 60 hours of physical conditioning
- 48 hours of elementary language (Twi) and linguistic training



Carol Waymire, Ghana I Volunteer, gets an assist from one of her students in 1961. Waymire was a teacher in California when she joined Peace Corps.

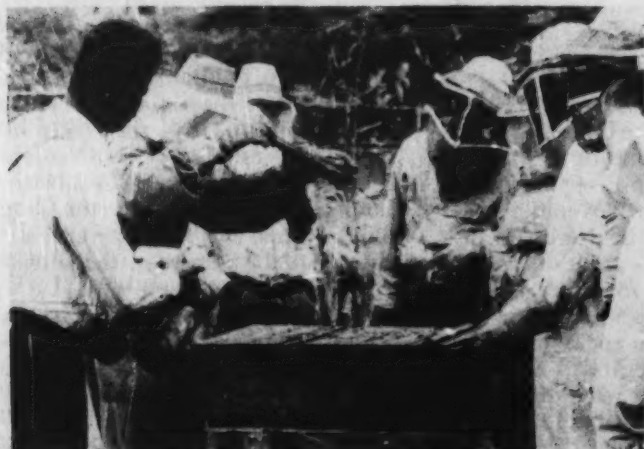
45 hours of international affairs

40 hours of medical training.

On August 30, 1961, after two months of stateside work, the first Volunteers, numbering 52, landed at Kotoka Airport in Accra and sang the Ghanaian national anthem in Twi. More than any official statement, this simple gesture of friendship and understanding signaled to Ghanaians and to the world the

fledgling Peace Corps' respect and concern for the people of the first country it was to serve. Since then, more than 2,000 Volunteers have worked in Ghana in the spirit of co-operation and good will that began that first day.

Peace Corps' major contribution to Ghanaian development has been in education but changes are occurring in both the education program and in Peace Corps' direction. Volun-



Noted Ghanaian apiary expert Stephen Adjare (without protective gear) works with PCVs and their counterparts at a beekeeping conference in Accra.



PCV Mike Diebus, assigned to the Agricultural Rehabilitation Centers for the Blind in Binaaba, is shown here at a construction project at Akrofufu last year.

Country

teachers have traditionally served as math and science teachers in secondary schools, university teachers and in teacher training, providing much needed support for the fine education system Ghana has built. Peace Corps is slowly moving out of the traditional classroom setting to teach the unskilled, the rural poor and those with learning disabilities. In line with government development plans, rural development projects are being expanded.

As many as 415 Volunteers have served in Ghana at one time and most were teachers. In June of 1983, the number of Volunteers dropped below 100 for the first time. At present, there are about 70 Peace Corps Volunteers in Ghana.

Currently, Peace Corps programs are in education, rural development and agriculture.

In education, Peace Corps has some 33 Volunteers in secondary, elementary, special education and teacher training.

In 1982, Volunteers started working on DAPIT (Development and Application in Appropriate Technol-

ogy), an AID-funded project directed at setting up small intermediate technology centers and disseminating information to local farmers. PCVs have been involved in an intensive beekeeping project at the Kumasi Technology Center and have helped construct a foundry at Suame, near Kumasi. Seven PCVs are assigned to this project.

Beekeeping is a very important project in Ghana. Stephen Adjare (see photo) gives Peace Corps/Ghana, particularly PCVs Ralph Moshage and Marlene Moshage and former APCD Ross Kreamer, credit for helping to build the beekeeping industry in the country. Adjare, noted authority, wrote the definitive book on beekeeping, "The Golden Insect."

Three Volunteers are assigned to the Inland Fisheries Extension program. Since 1981, Volunteers have been active in aqua-culture projects to help increase the source of protein in the diets of Ghana's rural population.

Another agriculture program, Community Agriculture Extension, accounts for the work of eight Vol-



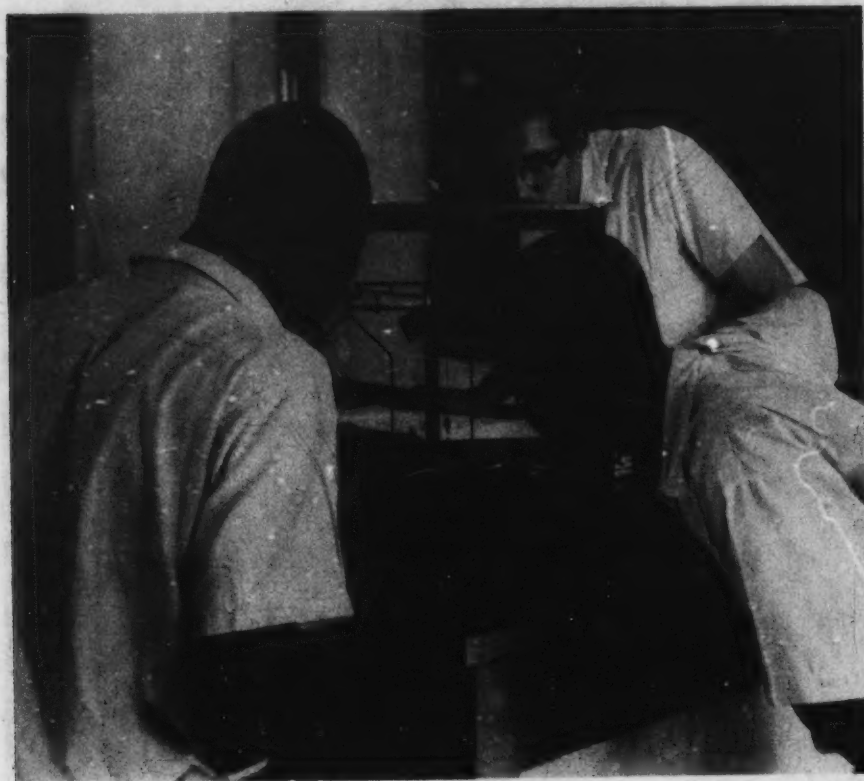
Math teacher James Buzzell explains trigonometry to his class in Accra. Buzzell will teach there until July of this year. Before Peace Corps, he served four years in the Coast Guard.

unteers whose jobs are to help farmer groups strengthen their management and marketing capabilities.

Seventeen PCVs work in Village Development in indentifying and implementing projects such as clinic and school construction, health and sanitation extension, adult literacy, water supply development and cooperative organizations.

Indigenous herbal medicine has recently received an enormous amount of attention. There is a national program to investigate this field with the idea of blending it into the western medical practice, achieving the best of both worlds. One Volunteer works at the Center for Scientific Research into Plant Medicine as a social researcher.

No story about Peace Corps/Ghana would be complete without mentioning Catholic Sister Madeline Chorman who manages a canteen at the Korle Bu Teaching Hospital in Accra. She established the canteen in 1973 after working two years as a teacher at St. Mary's Girls' School, also in Accra. Sister Chorman has served nearly 14 years in Ghana and was named one of Peace Corps' Outstanding Volunteers in 1982.



Donald Groff of Ghana I, teaches a physics class at the West African Secondary School in Accra in 1961. Prior to Peace Corps, Groff was a teaching assistant at Cornell University.

Ghana ... the First Country



PCV Juliette King is welcomed by Akrofufu chief at the Peace Corps training center in 1984. Also pictured are Mark Fenn, John Stewart and Jayne Somers.

About the country

Population: 13 million

Land Area: 92,100 Square Miles

*Major Cities: Accra (capital),
Kumasi, Tamale*



Upon completion of training in 1985, these PCVs take the pledge of Peace Corps service. Traditionally, for this ceremony, PCVs in Ghana wear garments of the famous Kente cloth for which Ghanaians are known worldwide.

Ghana ... the First Country

languages: English (official),
tribal & regional dialects
exports: Cocoa beans, lumber, minerals
neighbors: Ivory Coast, Burkina Faso,
Togo, Atlantic Ocean



PCV Carla Nelson and CD Lloyd Pierson with villagers at a rural development project near Tamale. Nelson was Ghana's Volunteer of the Year in 1984.

Asantehene Visits Peace Corps

An example of the special relationship that has existed between Peace Corps and Ghana since 1961 was the October 1984 visit of the Asantehene Otumfuo Opoku Ware II, the spiritual and cultural leader of the Asante people.

The purpose of the Asantehene's visit to the United States was to open a special exhibition, "Asante: Kingdom of Gold" at the Museum of Natural History in New York. But, far in advance of his trip to America he voiced the wish to visit Peace Corps/Washington.

To honor him, Peace Corps held a reception for the Asantehene and his entourage of Capitol Hill and invited all Ghana RPCVs who live in the Washington metropolitan area to attend. During the reception, the Asantehene, as a token of friendship, presented a miniature replica of the symbol of his hereditary office, the Golden Stool, to Peace Corps/Washington.



Ghana I Volunteer Ray Spriggs speaks at the reception honoring the Asantehene (seated right). Director Ruppe holds his gift to Peace Corps.

Photo—Anne Alvarez

Ghana ... the First Country

We would like to thank the staff of Peace Corps/Ghana who provided most of the photos and information for this article.

They are pictured below. Seated ... George Ayi-Bonte, Letitia Kwaning, CD Lloyd Pierson, William Kofi Dery (on grounds), Rebecca Ehrich and Vida Botchway.

Middle row ... Jon Eklund, Georgina Amoakohene, Joseph Asor-Owusu, George Amoh, Agnes Amankwa-Sakyi, Samuel Lartey, Gladys Armah, Leonora Laryea, Albert Mensah, Gerhard Apprackusu, Daniel Asare, Bill Myer and Andrew Ahulu.

Back Row ... Daniel Otoo and Godwin Kadrashie.



Barbara Bush, wife of Vice President George Bush, talks with PCVs Michael Hemmert and Ann Hookes during her visit to Ghana.



Peace Corps/Ghana staff at their headquarters.

Country Administrators



David Fredrick

Photos—Anne Alvarez

Morocco

After spending over 17 years with AID, David Fredrick has joined Peace Corps as Country Director for the Kingdom of Morocco. Fredrick served overseas at AID missions in Yemen, Zaire, Senegal and Thailand as well being the desk officer for Guatemala, Lesotho, Namibia and Indonesia.

A native of Iowa, Fredrick earned a degree from Wartburg College there and a masters in economic from Clark University. He is a doctoral candidate in agriculture and economics at Utah State University. He speaks French, Arabic, Thai and Swahili. Fredrick and his wife, Merry, have three children.

Guinea

Assuming the post of Peace Corps Representative in Guinea (Conkry) is Peace Corps veteran, Jerome Pasela. He served as APCD and Country Director in Benin from 1974 to 1978 and as APCD in Chad from 1972 to 1974. Pasela was a PCV in Sierra Leone from 1962 to 1964 and in Togo.

A good example of Peace Corps "partnerships," Pasela met his wife, Elizabeth, when they were in training at Dartmouth College prior to service in Togo where they were married and served from 1966 to 1968. While he was working for Save the Children in Burkina Faso last



Jack Maykoski

year she served another tour with Peace Corps. They have two children. A graduate of Cleveland State from Ohio University. (Pasela's photo was unavailable.)

Marshall Islands

Returning to the Pacific, Jack Maykoski has accepted the position of Peace Corps Representative to the Marshall Islands. He was a Volunteer there from 1979 to 1982.

A graduate of the University of Minnesota, he served as a trainer in Micronesia and was the project grant director for the Government of the Marshall Islands from 1983 to 1985.



Rebecca Marshbanks Mushingi

Burundi

Rebecca Marshbanks Mushingi has returned to Africa as Peace Corps Representative for Burundi. She was a Volunteer in Zaire from 1977 to 1980. Mushingi has served Peace Corps in several capacities most recently as desk officer for the Philippines. She has been the desk assistant for Thailand, Malaysia and Papua New Guinea as well as having worked as a recruiter.

A native of Wilmore, Ky., she graduated from Middle Tennessee State University and is completing graduate studies in international affairs/African studies at George Washington University.

Africa Region Director Named

Bill Perrin has been appointed to the position of Director of the Africa Region. This region, comprised of 24 sub-Saharan countries, fields over 2,600 Volunteers, Peace Corps' largest contingent.

Perrin has served Peace Corps as Country Director in Belize and for the Eastern Caribbean which includes nine island nations.

Before coming to Peace Corps, Perrin was in real estate in Brownsville, Tex. He is a native of Oklahoma where he attended Oklahoma State University.

Times Gets New Writer

New on the *Peace Corps Times* staff is Gloria Ross, RPCV/Tonga. Ross comes to the Times from Peace Corps' Detroit office where she was a recruiter.

In Tonga, where she served from 1979 through 1982, Ross worked on the Kingdom's newspaper, the *Tonga Chronicle*. Prior to Peace Corps she had been a writer for the *Ithaca (N.Y.) Journal*.

Personnel/Personal Notes

Michael Honegger, APCD/Training for Thailand, joins the NANEAP Region following his tenure as Chief of the Office of Staging in Washington. Honegger has been with Peace Corps for the past 12 years during which time he has worked in every office associated with the Volunteer delivery process. Prior to Peace Corps, Honegger was with a consulting firm. A graduate of Duke University, he holds a masters in foreign service from Georgetown University.

* * *

Ed Comstock, a Volunteer in the Philippines from 1964 to 1968, has returned there as APCD for Region IV. Comstock graduated from Wilkes College and received a masters in international studies from the University of Oregon.

* * *

Three-time Volunteer Ted Pierce of Rochester, N.Y., has been named APCD/Rural Development for Fiji. Pierce was a PCV in the Solomons, 1970 to 1982; Kenya, 1976 to 1977 and Fiji, 1971 to 1972. Last year he was a trainer in the Solomons. A graduate of the State University of New York at Buffalo, he received a masters in international administration from the School for International Training.

* * *

Cheryl Barton of Colorado, has been named APCD/Training for Zaire. Barton served two tours as a Volunteer from 1966 to 1968 in Tunisia and from 1971 to 1973 in Zaire. Barton has worked in Yemen and Israel with Catholic Relief Services. She was accompanied to Zaire by her husband, John, whom she met when they were PCVs in Tunisia. She is a graduate of Rivier College and has a masters in international administration from the School for International Training.

* * *

Past board member of the National Council of Returned Peace Corps Volunteers, Herman DeBose has been appointed APCD for Kenya. He served as a Volunteer in Kenya from 1969 to 1972 and later as a recruiter. A graduate of North

Carolina A & T State University, DeBose has a masters in social work from the University of Southern California. DeBose is married to the former Maureen O'Malley, also a RPCV/Kenya. They have three children.

* * *

Former Volunteer Lynn Uttal of New York, is the new APCD/Rural Development in Mali. Uttal, a graduate of Kenyon College, first served as a Volunteer in Niger from 1971 to 1973. Later, he and his wife, Zelda (Sharon) Zadnik, were PCVs in Liberia from 1981 to 1983.

* * *

Professional forester, Jack Shea is the new APCD/Forestry for Senegal. A native of St. Paul, Shea earned a masters degree in forestry from the University of Minnesota and worked for that state's Department of Natural Resources. No stranger to Africa, Shea previously lived in the Ivory Coast from 1978 to 1981 with his wife, Mary who was the Peace Corps Medical Officer. She was a PCV in Chad from 1967 to 1969. They have one child.

* * *

Now serving as the APCD/Rural Development in Cameroon is Nancy Ruth Morgan of St. Cloud, Minn. Morgan, a Volunteer in Togo from 1983 to 1985 was a contractor in Cameroon prior to this appointment. She received a masters in agriculture and applied economics from the University of Minnesota and has worked in Morocco and Tunisia.

* * *

Former Nepal PCV, Larry Paulson of Wisconsin, is the APCD/Agriculture there. He was a Volunteer from 1968 to 1970. Paulson has been a dairy farmer, a county extension agent and a consultant to Thailand's Department of Agriculture. He graduated from Luther College and earned a masters in agriculture from Oregon State University.

* * *

Founding President of the Northern California Council of RPCVs,

Marilyn Hyde is the APCD/Programming and Training for Mali. She was a PCV in Zaire from 1978 to 1980. Hyde received her bachelors degree from the University of California at Davis and a masters from the University of Minnesota.

* * *

Occupational therapist Rebecca Ann Parks of Utah, has taken the post of APCD/Health for Thailand. A former Volunteer, she served in Togo from 1969 to 1971. She graduated from the University of Southern California and received a masters in occupational therapy from Columbia University. From 1981 to 1985, Parks was a director of the American Refugee Committee serving Indochinese refugees in Thailand.

* * *

Andrew Krefft has been appointed APCD/Health for Honduras. A native of New Orleans, he graduated from the University of New Orleans and received a masters in social work from Rutgers University. Prior to Peace Corps, Krefft worked for Project Concern International and Foster Parents Plan in Central and South America.

* * *

Former Country Director for Yemen, Joseph Ghougassian, has been appointed by President Reagan to be United States Ambassador to Qatar.

Research On Southeast Asia

RPCV Tom Otwell (Liberia 1962-1964) who also served as an Army medic in Vietnam (1968-1969), is writing an article and wants to hear from current and former Volunteers who served in Southeast Asia, either in the military or in a civilian capacity, such as USAID, State, CARE, Hope or relief and refugee programs, prior to or after Peace Corps service.

Write to Otwell at: Office of Institutional Advancement, Turner Bldg., University of Maryland, College Park, MD 20742.

Peace Corps Memories

From the earliest days, Peace Corps Volunteers have possessed talents far above those necessary to do their jobs. Many were gifted in those areas which seem to transcend language and culture ... sports and music.

Joe Brooke, Ghana Volunteer, (photo at right) is shown teaching the proper grip at the national lawn tennis clinic held in 1975 for more than 60 players from Secondary Schools and Training Colleges.



PCV Prudence Ingerman (center photo) was a teacher, and also a folk singer. Here with Volunteer nurse Gayle Standring she plays an impromptu concert in Coroico, a town in the Bolivian Andes in 1963.

The photo at left shows PCV James McKay during a basketball game in Lahore, Pakistan. The Pakistani Tiger Brothers handed the West Pakistan Peace Corps Volunteers their first defeat of the season. Peace Corps served in Pakistan from 1961 to 1967.



Planning the reunion for 1961 Volunteers are: (seated) Roberta Kaplan, Sierra Leone; Mary Cahill Gray, Pakistan; Maureen Carroll, the Philippines; J.T. Mullins, Colombia; Sean Doherty, India and Peace Corps Director Loret Miller Ruppe. (standing) Phyllis Draper, PC/Washington coordinator; Charles Cathey, Tanzania; Mac Desler, Nigeria; John Hurley, Malaysia; Tom Scanlon, Chile; Peggy Bruton, Thailand and Sam Selkow, Ghana. Malinda Cotter, representing St. Lucia, was unable to attend the meeting.

Photo—Anne Alvarez

September Celebration

The year-long celebration will culminate with a round of activities in Washington from Sept. 19th through the 22nd.

In addition to a symposium, plans are being made which include a reception for the "first" 864 Volunteers, Rose Garden ceremony at the White House and a gala at the Kennedy Center for the Performing Arts. As soon as details for these and other events are finalized we will inform you.

As we have no list of addresses for most former Peace Corps Volunteers, we ask that you pass all information about the 25th Anniversary along through your RPCV network.

For more information about the symposiums or other Peace Corps activities call 800-424-8580, Ext. 288. Or write to: Peace Corps 25th Anniversary Office, M-11-5, 806 Connecticut NW, Washington, D.C. 20526.

Symposium Schedule

During the anniversary year, Peace Corps is sponsoring several symposiums throughout the United States in conjunction with its 25th Anniversary. The symposiums, under the local sponsorship of Returned Peace Corps Volunteer organizations, the World Affairs Council and similar groups, will consider the topic "The U.S. Partnership in the Developing World."

Memphis, Tenn.	Fri., Feb. 10
Louisville, Ky.	Fri., Feb. 21
Boston, Mass.	Sat., Mar. 1-8
Los Angeles, Calif.	Thurs., Mar. 6
Seattle, Wash.	Fri., Mar. 7
Portland, Ore.	Sat., Mar. 8
Dayton, Ohio	Fri., Mar. 14
Hartford, Conn.	Fri., Mar. 24
Oklahoma City, Okla.	Mon., Mar. 31
Albuquerque, N.M.	Tues., Apr. 8
Columbia, S.C.	Fri., Apr. 11- Mon., Apr. 14
Hanover, N.H.	Fri., Apr. 25- Sat., Apr. 26
Cleveland, Ohio	Mon., Apr. 28
San Antonio, Tex.	Thurs., May 8

Indianapolis, Ind.	Fri., May 9
Kansas City, Kans.	Fri., May 16
Denver, Col.	Fri., May 23
Anchorage, Alaska	Mon., June 13
Palm Beach, Fla.	Mon., June 27
Washington, D.C.	Fri., Sept. 19- Mon., Sept. 22

(KING CEREMONY continued from p. 3)

Winters, whose home is in San Francisco, has been teaching English as a Second Language in Thailand since February, 1984.

Both Digles and Winters said they were happy that America has finally honored a Dr. King with a national holiday. The Martin Luther King, Jr. "The Living The Dream Pledge" relates well to the Peace Corps goals.

The Living The Dream Pledge

In honor of Martin Luther King, Jr.'s life and work, I pledge to do everything that I can to make America and the world a place where equality and justice, freedom and peace will grow and flourish.

I commit myself to living the dream by loving, not hating, showing understanding, not anger, making peace, not war.

ICE ALMANAC

From the Field

Bookbinding/Repairing—Kenya

Before we go into how to repair damaged or almost destroyed books let me make a few suggestions on keeping books from getting in that condition.

1. With your headmaster's support (this is very important if it is to work) make it very clear to the students that they are financially responsible for the books (both text books and library books). You must follow through by charging them a certain amount for damage, especially to new books.
2. Teach the students a little about care for books; obvious things like not getting books wet and not rolling books up and putting them in back pockets should be stressed. Remember, that while you have owned many books, most of your students never have, so they simply do not know proper book care.
3. Don't get angry with first offenders; with repeat offenders consider revoking their library, and if necessary, text book privileges.
4. Try to get students to cover books. Supply them with old newspapers or scrap paper if you are able.
5. Repair books fairly early before the pages start getting lost. This brings us to the repair of books.

The Book Press

The first step is to build a book press. Time taken to do this well is well repaid. Described here is the press we use, but I'm sure that with a little thought improvements can be made; so feel free!

MATERIALS NEEDED

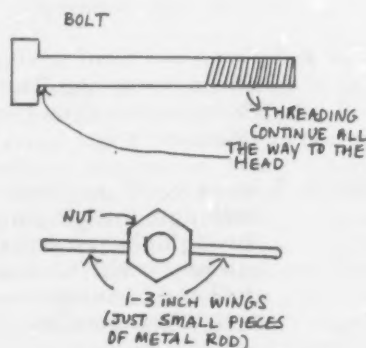
Wood:

- 2 pieces - 1" x 6" x 36"
- 4 pieces - 2" x 4" x 14"
- 2 sheets - 1" x 12" x 12"

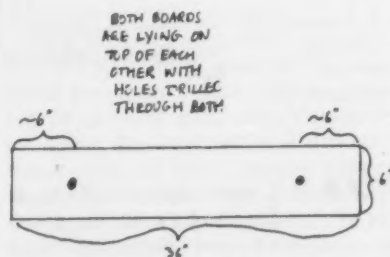
(optional)

- many 3" and 1 1/2" nails
- 2 bolts - 12" long x 1/2" with nuts
- 4 large washers with 1/2" holes

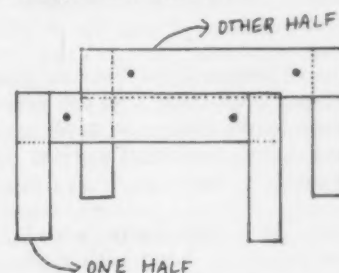
Since most bolts are threaded only for the first 3 or 4 inches, take the bolts to a machine shop and have them continue the threads all the way to the end (check the nuts to make sure they turn easily all the way before you bring them back to school). At the same time as you are having the bolts threaded, have 2 wings welded onto each nut to make hand tightening easy. The machine shop will charge for their work, so be prepared.



Wood should be as good (unwarped) as possible. Lay the 2 pieces of wood (1" by 6") on the ground on top of each other and drill a hole 6 inches from each end straight through both boards. The holes should be a little bit larger than the bolts you are using.

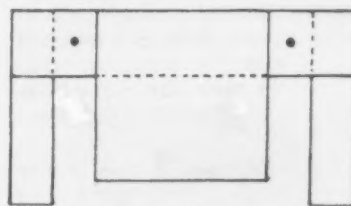


The next step is to nail the 4 legs (2" by 4" by 14" pieces of wood) at the ends of the drilled pieces of wood. The legs are nailed on the outside of the holes.

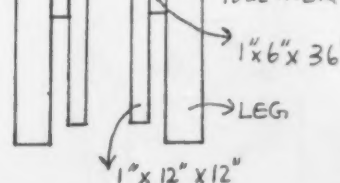


Optional: Nail the 1" by 12" by 12" pieces on the inside of the two U-shaped stands you have just made (be careful that the nails are pounded flush with the wood). They should be nailed between the drilled holes and on the opposite side (of the 36" drilled piece of wood) from the legs. When the two separate pieces are bolted to each other these two boards should come together.

CENTER VIEW OF EACH PIECE



SIDE VIEW OF BOTH PIECES TOGETHER



Finally put 1 washer on each bolt; put the bolts through both pieces; put the second washer on each bolt and then put the nuts on.

You are now the proud owner of a late model book press. If these instructions were confusing, contact PC/Kenya for the model in the training center (starting October 12, 1985) that you can copy (or for further explanation). Good luck!

ON TO REPAIRING BOOKS

Materials needed:

Manilla paper

thread—We use regular sewing thread 4 threads thick, but you might be able to find something thicker which you do not have to quadruple.

glue—Henkels Book Binding glue: Diluted until fairly thin will repair many books. Dilute in small batch and keep sealed. (a glass jar works).

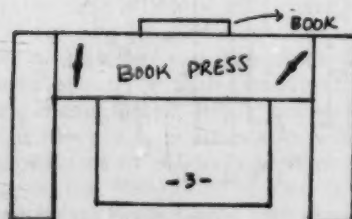
knife—An old knife which is sharpened by hand with a file is very good as it is both sharp and slightly serrated.

Again, this is something which can be done in a few minutes but at times needs to be repeated. We usually spend 10–20 minutes fixing each book and so far no repeats.

STEP # 1 Put all of the pages in order

STEP # 2 If the front and/or back cover of the book is/are missing or badly damaged, then cut a piece of manilla (poster board) the same size as the book and place it in position.

STEP # 3 Place the book in the book press with 1–2 inches of the spine sticking out above the press. Tighten the bolts.

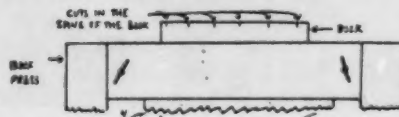


STEP # 4 Using a sharp knife and a new file or an old rasp,

scrape the spine so that all of the glue is removed and the paper is rough and exposed. Also roughen 1–2 inches of the front and back covers.

STEP # 5 Make cuts into the spine 1/8–1/2 inch deep and spaced 1–3 inches apart. **!!!IMPORTANT!!!**

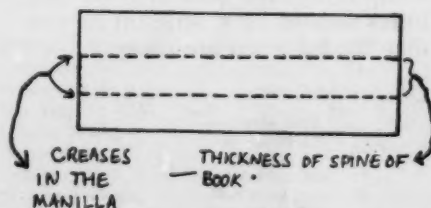
Check how much room the printers have left between the end of each line and the inside edge of the paper. This will help you determine how deep to make the cuts. Make the cuts at least 1/4 inch less than the allowable inside margin.



STEP # 6 Cut 4 pieces of sewing thread 50 cm long. Twist them so that they stay together.

STEP # 7 Wind (lace) the thread back and forth tightly through the cuts that you have made. Then tie the loose ends together as tightly as possible.

STEP # 8 Cut a piece of manilla (poster board) the same height as the book—about 2–4 inches wider than the book's thickness.



STEP # 9 Crease the manilla so it fits snugly over the spine and overlaps the front and back cover.

STEP #10 Put glue on the spine thickly so it can soak in. Also lightly cover the manilla paper with glue as well as the parts of the front and back cover of the book that will be covered by the manilla. Press the manilla onto the spine firmly then firmly press the sides of the manilla onto the front and back covers. Make sure the manilla is smoothed down firmly.

STEP #11 Open the press and slide the book in until the spine is even with the top of the press. Tighten the press very snugly. Leave the book in for 10–15 minutes; then take it out and start on the next one.

Let the books rest for 12–24 hours before resuming normal use.

If you have any improvements or comments let us know at the book committee. Good Luck!

Peace Corps Kenya Book Committee

P.O. Box 30518

Nairobi, Kenya

P.S. It is a good idea to write the title of the book on the new spine before students write their names in that nice clean blank space. If you have replaced the front cover it is also good to write the title etc. . . . there.

ICE Almanac

Acting ICE Director
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Acting Editor
David Thomas, Managing Editor

Networking
Trish Heady

SPA Network
Linda Spink & Jim Patterson

From the Field
Kenya Book Committee

Feature
Agriculture & Health Sectors

The Ag Sector—Support and Service

Of all the problems facing the developing world today, none are more crucial than those dealing with food production. In a way, the term "food production" is a misnomer. The problem, at least on a world-wide scale, is not one of a general lack of foodstuffs, but rather includes a number of problem areas which contribute to a deficiency in the quality and quantity of food reaching the neediest people. In many areas of the world, the infrastructure does not allow for the transportation of food from high to low production areas. Inadequate storage systems contribute to high post-harvest food losses. Poor soil conservation practices allow topsoil to be washed away at an alarming rate. Lack of steady water supply and distribution systems greatly exacerbate the problems associated with periodic droughts. Incentives for self-sufficiency are often outweighed by dependence-building, but well-meaning, food aid programs. Alleviating these problems is not a hopeless cause and is, in fact, a goal of grassroots development agencies and organizations such as the Peace Corps.

To address these issues, one of Peace Corps' primary missions has long been to assist developing nations meet their needs for agriculture and related programs that will increase the quality and quantity of agricultural products. Currently, 25 percent of all Volunteers, a total of approximately 1,500, work in agriculture and closely related programs. Their projects encompass an enormous variety of activities spread throughout most of the 61 countries that have Peace Corps programs. PCVs in Lesotho encourage the development of small gardens. In the Philippines, they promote the development of small animal husbandry projects. In Ecuador, they serve as extension agents working to introduce better breeds of cattle into the native stock.

Providing the technical support for these various Volunteer projects is the responsibility of the Agriculture Sector in the Office of Training and Program Support (OTAPS). Given the emphasis on the world-

wide agriculture program, the major food crisis in Africa and the growing number of Volunteers assigned to agricultural projects, the sector is now staffed by two specialists.



*Rick Record
Agriculture Sector Specialist*

Joining the OTAPS staff in September 1985, Sector Specialist Rick Record was a Volunteer in Ghana. Before coming to Peace Corps-Washington, Record was on the staff of the agriculture training center in Frogmore, South Carolina. Besides his experience in agriculture, Record brings to his position a B.S., in Horticulture and a Master's degree in Horticulture and Plant Genetics, both from Rutgers University.

Specialist Phil Jones is on loan to the Peace Corps from the Soil Conservation Service of the United States Department of Agriculture (USDA). A former Volunteer in Brazil and Associate Peace Corps Director (APCD) in Kenya, Jones has a B.S. in Agriculture Education from Texas Tech University and a Master's in Agriculture from Sam Houston State University.

In their roles as Sector Specialists, Record and Jones provide the technical assistance that enables Peace Corps country staff and Volunteers to meet the agricultural development goals of host country governments. For effective management of the agricultural programs, the two have divided their responsibilities ac-

cording to their experience and expertise. Jones is responsible for soil science, ag education, animal husbandry, farm mechanics and rural youth development. Record is the technical backstop for crop extension, plant protection, ag economics and apiculture (beekeeping). He will also act as project manager for the stateside training program, while Jones will be responsible for interagency collaboration.

"Regardless of your technical specialty or of your area of responsibility," Jones says, "service is the essence of the Sector Specialist's job. We in OTAPS and the Agriculture Sector feel very good about what we do. We are like a county extension agent who works with people asking for his services, not telling people *what* to do but helping them when they ask us to."

By responding to requests for assistance and by working in close collaboration with APCDs the Sector has become adept at applying generic training and global practices of good agriculture to specific situations.

Requests to provide support to country programs may come at various stages in the life of a project, including the initial development of that project. Specialist Jones recently served as a technical advisor to an agricultural project being developed in The Gambia. At the invitation of Lacey O'Neal, Country Director,



*Phil Jones
On loan from USDA*

Jones worked with officials of the Ministry of Agriculture, the Agency for International Development (AID), the USDA and other members of the Peace Corps country staff to evaluate how effectively the Peace Corps could recruit and train Volunteers who could help develop a soil conservation service.

The proposed soil conservation program will be aimed at improving basic conservation practices at the village level. Volunteers working at the extension agent level will help local farmers construct contour terraces, design waterways for runoff control, conduct soil surveys, improve crop residue management and promote better overall management techniques in crop production.

Soil conservation is of utmost importance in all agricultural programs. "If we don't look seriously at soil conservation," Jones explains, "we will never be able to solve the serious problems we face in Africa. From our experience in the 1930s in this country, we know how destructive poor land management practices can be, but we also know that good management can rehabilitate even severely damaged land."

Volunteers will be trained as agriculture extension agents by members of the USDA Soil Conservation Service and will be supervised by specialists from the Ministry of Agriculture and AID technicians. The ministry will also supply vehicles to allow the Volunteers to have a greater impact in a larger area.

Aside from helping new projects get started, the Agriculture Sector also provides support for ongoing projects by evaluating them and making suggestions for improvement.

When the Ag APCD in Lesotho found that a small animal husbandry project was failing to live up to its promise, a request for help arrived on the Sector Specialist's desk. The Specialist found a retired farmer in Iowa with 40 years of poultry experience who was willing to take on the challenge. After being briefed by the Agriculture Sector, the poultry man was sent to Lesotho where he spent several weeks assessing the skill levels of Volunteers. Upon determining that they were weak in poultry nutrition, diseases and housing skills, the

consultant conducted an inservice training session to correct those deficiencies.

Training

Such inservice as well as preservice training support of Volunteers is a primary function of the Sector. Through Information Collection and Exchange (ICE), the Sector offers a series of preservice training manuals on Crop Extension, Livestock Production, Beekeeping and Agriculture Extension. These manuals are based on methods and curriculums developed in stateside training programs which are largely devoted to improving technical skills. The guides present broad-based generic programs designed to bring the generalist Volunteer's knowledge of basic agricultural concepts up to an acceptable, working level. To augment the teaching of basic agricultural skills during stateside trainings specific skills training, focusing on relieving host country conditions, ideally takes place during the incountry phase of preservice training.

"Host country governments are increasingly emphasizing their need for technically competent Volunteers," Record says. "At the same time, American colleges and universities are graduating fewer agriculturalists. Since those graduates have never been easy for the Peace Corps to recruit, the most appropriate way for us to respond to the host countries' requests is by upgrading the technical side of our preservice training."

Jones also comments on the emerging priority on technical skills for staff and Volunteers. "We need to improve the level of our technical expertise to increase our credibility with both host country officials, who insist on higher skill levels, and with other donor agencies, who support us so much in our technical efforts through project funding."

One way of improving the technical skills development of Volunteers is by working more closely with international centers of the Consultative Group on International Agriculture Research (CGIAR), such as the International Rice Research Institute

(IRRI), Centro Internacional de Agricultura Tropical (CIAT), and the International Institute of Tropical Agriculture (IITA). Each of these centers focuses on research in specific crops or general product improvement in a particular agroclimatic zone.

These centers represent the state of the art in technical expertise. By developing close collaboration with them, the Peace Corps can have a greater impact on food production in its various agricultural programs.

A New Initiative

A new program that was begun in response to the food production crisis in Africa is the Africa Food Systems Initiative (AFSI). AFSI is working toward creating long-term, multifaceted agricultural development programs for implementation at the village level. Each project will involve an integrated team approach, concentrating on areas such as water supply, soil conservation and crop production. Each Volunteer team member will be skill trained in a particular technical area, such as water supply, but will also be given an understanding of the technical resources the other team members can contribute to the development of a project area's resources.

This approach to programming was developed because of the complex, interrelated problems responsible for the current crisis in African food production.

The development community realize that the green revolution, which resulted in great gains in production in India a decade ago, may not be duplicated in Africa. In India, a number of technical solutions, notably the introduction of high-yielding rice and wheat hybrids, were applied effectively. In Africa, the problems in food production cluster around a matrix of issues such as transportation, storage, soil conservation practices, water supply, distribution inputs and marketing. Effecting change in that matrix requires a good understanding of the specific practices prevailing in each of these areas. Given the diverse nature of the problem, solutions will

have to be sought on a country- and even village-specific basis.

According to David Watson, program assistant for AFSI, "The key to programming is working very closely with specific situations. Each problem must be solved incountry and that requires a lot of energy, technical know-how, and close collaboration with host country governments and donor agencies."

The success of this program also requires a major commitment from the OTAPS Agriculture Sector. Not only will the Sector be instrumental in helping to create effective training programs that will make AFSI's

unique brand of programming work, but it will also need to provide considerable technical support to assist the programming effort.

Watson believes that the success of AFSI-assisted programming incountry depends heavily on the kind of technical backstopping routinely available from OTAPS. "The Sector Specialists review proposals, locate people to serve on design and assessment teams, brief those teams, and draft statements of work. Later on they will help monitor and evaluate pilot programs which will be in place in Lesotho, Mali, Niger and Zaire in FY 1986."

The real key to successful agricultural programs and the focus of the Sector's support is, of course, the Volunteer. Volunteers can do much in promoting successful agricultural practices because they work with farmers on a one-to-one basis at the grassroots level. The Sector Specialist's job is to support these Volunteers in their efforts. "Our goal," states Record, "is to provide Volunteers with the appropriate basic training and technical backup to provide the help and assistance necessary to improve local food production capabilities throughout the developing world."

Peace Corps and ORT

Six million people die annually from the effects of dehydration, a side effect in 10 percent of diarrhea cases. Five million of those victims are children under the age of five.

Young children are potentially at risk of dehydration with the first attack of diarrhea. If the episodes are not stopped, the child can rapidly lose a dangerously high percentage of body fluids and minerals. Thus, the emphasis of treatment is to replace the loss with equal amounts of fluids and salts, either orally, or, in the case of severe dehydration, intravenously.

In a large measure, deaths from dehydration can be prevented by the introduction of a simple but effective procedure known as oral rehydration therapy (ORT), which involves administering a solution of salt, sugar and water.

ORT is an inexpensive, effective treatment for dehydration that mothers can administer to their children. In some countries, pre-packaged sachets are available and widely distributed. Other countries promote a home solution consisting of table salt, sugar and water, as well as the pre-packaged sachets. In these instances mothers are taught to use the home solutions at the first sign of diarrhea, but to use the pre-packaged solution for mild-to-serious cases of dehydration. In all situations, however, the ingredients must be very carefully measured since incorrectly mixed formula (es-

pecially too much salt or sugar) can be life threatening to a child.

Mindful of the practical aspect of the procedure and its life-saving potential, 72 countries in the developing world have established national ORT policies and are in the process of mounting nationwide campaigns to promote the use of ORT at the community level. Many international health and development agencies, including the Peace Corps, support these efforts.

"ORT gets results," says Phyllis Jones, Program Assistant in the Peace Corps' Office of Training and Program Support (OTAPS). "In just four hours after beginning the procedure you can see a baby begin to get better that would otherwise probably die."

After the first International Conference on Oral Rehydration Therapy (ICORT I) Peace Corps and the Agency for International Development (AID) signed an agency agreement (February 1984) which mandated Peace Corps' participation in ORT activities worldwide. The objectives of that participation include:

- integrating ORT into the primary health care services provided at the community level by local clinics and health workers;
- training health personnel to treat acute diarrhea with Oral Rehydration Solution, and involving mothers in treating their children from the first episode of a diarrhea attack; and

- promoting prevention and control of diarrheal diseases by improving sanitation, nutrition and childcare.

Peace Corps Health Volunteers in eight countries are already working to achieve these objectives.

In the Dominican Republic, where malnutrition is the number one health problem among young children, ORT-trained Volunteers are assigned to the Community Health Education Program. Volunteers having degrees in health or related fields organize workshops and seminars to train community leaders and field workers in the principles of sound nutrition and ORT. These specialists also serve as resource people for other Volunteers working in community outreach and health promotion.

Primary Health Care Volunteers working in Mauritania's Community Health Education program are assigned to the rural areas of the country where they train village counterparts in ORT concepts. Those Volunteer's survey the health attitudes and behavior of the community and encourage the development of small gardens, feeding centers and growth monitoring projects that have great potential for improving the general level of nutrition.

Peace Corps' Director, Loret Miller Ruppe, says of the Peace Corps' commitment, "In a world where one

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(continued from page 17)

out of every 20 children dies of diarrheal-related dehydration before the age of five, Peace Corps Volunteers can and will play a critical role in increasing awareness of ORT and disseminating ORT techniques and formulas to those who need it most."

Director Ruppe also mentions that Volunteers working in other sectors such as agriculture and fisheries can also be involved in ORT activities. "Our commitment to ORT spans the spectrum of Peace Corps Volunteer assignments. In addition to health Volunteers, we will train Volunteers with secondary projects in health to promote ORT practices, and recognize symptoms and the degree of dehydration in children, so they may recommend to the parents the proper course of action for the child's wellbeing."

Through the Health Sector, Office of Training and Program Support (OTAPS), the Peace Corps provides technical and financial support for new health programming efforts as well as ongoing health projects and training programs. The Sector has already supported country ORT efforts through program consultancies, staff conferences and inservice training programs. For example, programming consultancy provided by the Health Sector helped establish Peace Corps' participation in the ORT activities of the Dominican Republic.

Spending two weeks in-country, a consultant reviewed existing ORT policies and plans and recommended appropriate Peace Corps involvement in the national ORT project. She talked with key personnel from the Ministry of Health and national leaders in the ORT effort, and with PCVs working in community programs. Her final report included an evaluation of the general health care climate surrounding ORT awareness (prior to training it was surprisingly low.) Finally, the consultant recommended overall program directions, proposed options for community based action, suggested agenda topics for inservice training for Volunteers and their host country counterparts and indicated support services essential to the program.

The staff conference is another



Peace Corps-sponsored participants and planning committee—ICORT II.

mechanism for creating awareness of ORT programming opportunities. Held in-country for ministry officials, representatives from private voluntary organizations (PVOs) and other international agencies, a Peace Corps hosted conference serves as a forum for open discussion about national ORT policies and practices.

The Health Sector has prepared a staff conference agenda that provides guidance in making these conferences effective. The agenda includes a schedule, enumerates conference goals, contains readings and suggests group activities. Conference goals facilitate:

- discussion of policies, priorities and strategies for the promotion of ORT and the prevention and control of diarrheal diseases (CDD);
- exchange of information, ideas, project activities and strategies for working in ORT and CCD as well as up-to-date technical information; and
- foster coordination and cooperation among concerned agencies such as the Ministry of Health, the Peace Corps, AID and PVOs working in the country's ORT program.

More than 100 people have attended ORT Staff Conferences held in the Philippines, Nepal, Gabon and the Dominican Republic.

The Health Sector also provides

technical and financial support for the training of Volunteers and their counterparts. A primary tool of this training is the ORT training manual, developed by CHP International and published by the Office of Information Collection and Exchange (ICE).

The ORT training manual, which was field tested in the Philippines, Nepal, Gabon and Senegal, has been used to train over 200 Volunteers and their counterparts in eight countries. Along with countries where it was tested, the manual has been used to design inservice training programs in the Dominican Republic, Liberia, Zaire and Swaziland.

Corresponding to the objectives of the Peace Corps-AID interagency agreement the six modules of the guide cover:

- preventing and controlling diarrheal diseases
- using oral rehydration therapy
- identifying and referring dehydration cases
- improving child nutrition
- planning, implementing and evaluating health education projects.

This highly-flexible training model can be adapted to train Volunteers and counterparts assigned to health projects or those working in other

(ORT continued page 24)

With this issue we are announcing the expansion of the S.P.A. Program to include health as a program impact area. In response to the field and in support of the global goal of "HEALTH FOR ALL BY THE YEAR 2000", Peace Corps has identified primary health care as a priority programming area with major focus on health initiatives aimed at decreasing infant/child mortality and morbidity, and promotion of maternal health. To further this effort Peace Corps and AID have agreed to provide up to \$15K per country for S.P.A. community health projects. Guidance on how to receive and account for the money has been pouched to country staff. We would like to take this opportunity to explain the approval criteria for community health projects.

- * The project must be conceived and implemented in conjunction with a local community organization or group.

- * The project must not encourage reliance on U.S. assistance.

- * The project must be scheduled for completion within one year of its commencement.

- * Individual projects must not exceed \$10,000.

- * The project must be concerned with development in the area of health and be related to one or more of the following:

- 1) Diarrheal Disease and Immunization

- oral rehydration therapy (ORT) for infants

- immunization of infants and young children

- 2) Malaria and vector biology control

- 3) Maternal health care

- 4) Nutrition

- growth monitoring of infants and young children

- breastfeeding

- weaning

- Vitamin A

- 5) Water supply and sanitation

- 6) Health education

In addition to the money for small community projects, AID has made money available for Technical Assistance which provides health programming consultants and in-service training programs for staff and Volunteers.

Successful S.P.A. Projects

Before Volunteers become involved in community health projects we feel it is important to discuss what makes for a successful project and the effective role Volunteers have taken in previous S.P.A. projects.

The success of an S.P.A. project is determined by more than the end product. The process of a community working together to address an identified need is as much a part of success as is the end result.

Successful S.P.A. projects should enhance a community's ability to organize, plan and make group decisions. They should result in a community being more confident and able to transfer organizational and technical skills to other aspects of their work and community efforts.

PCVs can play an important role in helping to ensure that an S.P.A. project is successful. A PCV who assumes the role of a "facilitator" rather than a "doer" of a project, helps to transfer technical skills, enhance leadership capacity, and increase self-reliance.

PCVs who have worked with S.P.A. projects have identified the following as crucial to the accomplishment of a project and to the process of skill transference and capacity building.

Ownership of the Project A successful project is owned by the community organization. A PCV brings skills that can help the community to define a problem, identify a solution, access resources, and implement the activity. It is the community, however, who must have identified the project as a priority and who must take ownership of the project.

Problem Identification A successful project addresses a clearly defined problem, one that can be broken down to basic causes. A PCV's analytical skills can be extremely useful in helping the community to identify possible causes of a problem and thereby select the most appropriate solution and implementation strategy. For example, a community may know they have a shortage of grain. The PCV, using a problem solving approach, can help to identify

whether the shortage is caused by poor seeds, inadequate water supply, poor soil, insufficient technical skills, pests, lack of labor, poor harvesting techniques, etc. Once the problem and the causes have been identified, an appropriate project strategy begins to evolve.

Planning Successful projects depend on thorough planning before implementation. PCVs can help in the planning process by introducing simple planning methods and asking clarifying questions. The community group, however, needs to be involved in and take responsibility for the planning.

Implementation Projects which have significant contributions from the community, both in-kind and financial, are more likely to succeed. During the implementation phase of a project a PCV may be instrumental in training participants in new and/or improved technical skills related to the project. The transfer of skills during this training is essential for the long term success of the project.

The Proposal The content of a proposal should come from the community organization whenever possible. Some countries translate proposal forms to increase community members' understanding and participation in submitting the proposal. PCVs can be extremely helpful in organizing and writing a clear proposal.

Record Keeping S.P.A. projects are funded with government money and must, therefore, be accounted for with proper receipts and vouchers.

Before a project request is submitted, arrangements are to be made for handling the project money. Ideally, money is paid directly from AID to local vendors for materials and supplies. In some cases, however, this is not possible and cash advances must be given to the community group. A Volunteer may help the community group open a bank account and establish a simple record keeping system, if one does not exist already.

(continued on page 20)

COUNTRY SPOTLIGHT

Since health is a new addition, we do not have any country on which to focus the spotlight. We thought that it would be of interest, however, to list the countries with active health programs. If you are involved in a specific health project and would like to learn about similar projects in other countries just look at the list and write to that country.

AFRICA

CAR	Primary School Health
Kenya	Public Health Extension
Liberia	Primary Health Care/CCCD
Malawi	CCCD
Mali	Community Health Education
Mauritania	Community Health Education
Niger	Nutrition Education
Sierra Leone	Community Health
The Gambia	Primary Health Care
Togo	Community Health Education

NANEAP

Fiji	Health Nutrition Health Education Lab Technology
Morocco	Health Nutrition
Papua New Guinea	Health Nutrition
Philippines	Health Education/ Sanitation
Thailand	MOPH Nutrition Malaria Eradication

INTER-AMERICA

Belize	Health Services Development
Ecuador	Rural Health
Guatemala	Community Health Promoter Public Health Nutrition
Honduras	Nutrition Rural Health Extension Epidemiology
Jamaica	Health/Nutrition
Paraguay	Rural Nurses Health Educators

While the final report may be written by the PCV, recommendations and comments should be from community members.

RESOURCES

The following are resources which, though not S.P.A. specific, may be of assistance to Health Volunteers.

CONTROL OF GUINEA WORM: [Ask Almanac, Nov/Dec '84]

This article, which appeared in the ICE Almanac, Nov./Dec.'84, provides a good introduction to Guinea Worm which is one of the oldest parasitic diseases known to man. The article points out that presently there is a significant effort to eliminate Guinea Worm as governments realize the loss in productivity (U.S. \$500 Mill./Year), and the amount of human suffering.

The article focuses on the transmission characteristics of Guinea Worm which are unique since it is transmitted only by drinking infected water, thus control efforts may be focused on one aspect of prevention.

In summary, the article outlines which activities can easily be undertaken by Volunteers as both primary and secondary projects and lists available materials and contact persons in-country. Some of the most effective control measures suggested are: filtering water through a cloth which removes the carrier (Cyclops), building protected water sources which prevent persons from entering and infecting the water, preventing persons with Guinea Worm from entering water sources, and treating water with *Abate* (which is low in toxicity to humans).

Audio-Visual/Communications Teaching Aids [ICE: P-8]

Health and Sanitation Lessons (Africa) [ICE: R-27]

Both of these publications available from ICE are excellent resources for Volunteers planning health education activities. The *AV/Communications Teaching Aids Packet* shows how pictures can effectively communicate information about nutrition, Oral Rehydration, and a wide variety of other topics. Its clear easy instructions for developing and testing appropriate visual materials for use in presenting effective health activities make it useful for producing low cost yet quality products.

The *Health and Sanitation Lessons* has 43 health lessons developed in Niger on a wide variety of topics such as Maternal health, Weaning Foods and Hygiene. These lesson outlines present a good jumping off point for developing other health lessons.

New Program Combats Childhood Communicable Diseases (CCCD) [Peace Corps Times: May/June '84]

The Solution to the Dehydration Problem

PCVs to Promote ORT ICORT Article [Jan/Feb 1986]

The two earlier ORT articles state the case for Volunteer participation in National ORT programs, ORT as an inexpensive, yet highly effective treatment for dehydration is a perfect intervention for both health and non-health Volunteers.

The article in this issue brings Peace Corps' ORT activities up to date.

(continued from page 19)

Volunteers have found that setting up a checking account which requires co-signatures ensures open and responsible disbursement of the project funds. Again, the PCV may be more knowledgeable about these procedures and can be of assistance to the community group.

Monitoring and Evaluation

Throughout the life of the project, the community group and the PCV should monitor their progress towards the project's goals. By continuing to monitor the project, the community organization can make any adjustments necessary to ensure the ultimate success of the project.

For each S.P.A. project, the community is required to submit a final report which reviews the project to see whether the original goals were met, identifies lessons learned and discusses benefits of the project.

Networking

Local Networks

Technical information can only be useful if the appropriate information is accessible when it is needed. ICE helps to fill that need from Peace Corps Washington through its publications and networking efforts. Many Peace Corps field offices augment ICE services by building local networks with local technical information sources and coordinating this activity through a Peace Corps in-country resource center.

The in-country resource center plays a role in solving many of the technical information problems of Peace Corps. The transient nature of Volunteers and staff often leads to the reinvention of the wheel. This problem can be offset by housing documents of the Peace Corps and other development projects in the resource center. Such readily available data can save time and energy and will allow Volunteers to build on and improve the work of others.

The many materials that ICE provides can also be made available through the resource center. These materials include: the twenty periodicals regularly distributed by ICE; all the material listed in the *WHOLE ICE CATALOG*; the World Neighbors Opix filmstrip projector; the Appropriate Technology microfiche library from Volunteers in Asia; and other materials sent from ICE for special requests. In addition to ICE materials, the resource center can make available whatever country specific information would be most useful to its own Peace Corps posts.

In order to acquire relevant materials and information for its collection, the resource center must set up a network of technical information sources. Every country varies in its level of accessibility to technical information; for example, in some countries copyright law requires that every book published be deposited in the national library, whereas other countries have little control over what is published. The resource center can help with this problem not only by collecting the technical information itself but by also being the logical place to centralize data about where to get information.

It is impossible for the resource center to house every document that a Volunteer might need, but it is possible for the resource center to

provide a solid referral for every question it cannot answer. Providing referrals will be easier in countries where the government has set up a national information system or where a national bibliography is available. But professional associations of librarians and information scientists, educators, publishers, communicators and others can also be useful in locating information. Many resource centers have developed a card file of information sources that can be easily accessed and updated.

In addition, international organizations often maintain information centers to support their staff in-country. These centers are often open to other development workers who want to use these collections. For example: the United States Agency for International Development (USAID) operates mission libraries; sixty-five information centers serving over 140 countries are run by the United Nations; the libraries of the United States Information Service (USIS) house primarily cultural collections but can be useful for referrals; foreign embassies can also help in providing information from or about their particular countries. Although other development groups such as C.A.R.E. may not maintain information centers as such, it is important to network with them so that Peace Corps can better cooperate with their development efforts. In order to improve access to technical information in a timely manner, it is important to find out about the collections and services of other international development groups at the local level.

Other sources of information useful in building a resource center are: local governmental ministries and public libraries; local universities and research centers; local booksellers and publishers; local development groups; and private individuals with special subject expertise. The resource center should also make sure to be placed on mailing lists for publications from relevant organizations such as the Food and Agriculture Organization (FAO). Addresses for such groups are listed in directories available from ICE.

The Peace Corps, with 25 years

experience, is in a unique position to share its technical know-how with the rest of the world. This fact is reflected in the Peace Corps' Forward Plan which calls for increased dissemination of Peace Corps technical information. An in-country resource center can provide a vital link in the information dissemination efforts of the Peace Corps by channelling exceptional technical documents to ICE for increased availability to all development workers.

Resource Center Development

ICE is often asked to provide advice and assistance in setting up and maintaining in-country resource centers. In response to this need, ICE has developed a training design and information packet for in-country resource centers. In addition to these resources, ICE will be sponsoring three-day regional workshops on the subject. These will provide countries with established resource centers to share their experiences with other Peace Corps countries. These sessions will not only act as a forum for the exchange of information among countries but will also offer skill training for resource center managers.

Each participant will leave the workshop with a self-developed action plan outlining steps to set up or improve his in-country resource center. Some issues for consideration in the action plan are: staffing options (existing resource centers are staffed by host country nationals hired for that purpose, current host country or American staff, Volunteer or staff spouses, third-year Volunteers, and Volunteer committees); budgetary considerations; materials acquisition and organization; policies on lending, hours of operation and other factors regarding use; physical location and layout; equipment and furnishings; outreach operations and current awareness services; the continuity of resource center management including the transfer of skills to subsequent managers.

(continued on page 22)

GIVE!

The ICE staff works hard to provide you with the most relevant, up-to-date technical information for your projects. Not surprisingly, the most useful materials we distribute are those which have been developed over the years by Volunteers like you working in agriculture, education, forestry and a host of other areas.

We depend on contributions from PCVs and staff in the field to build our collection of appropriate technical materials. Volunteers contributions are frequently published as how-to manuals. They often appear as articles in the ICE Almanac. And they make up the bulk of the reports, designs, lesson plans and other documents in the ICE Resource Center.

We are vitally interested in the results of your work. Take time to write up your fisheries project or your design for a better appropriate technology mousetrap and send it to ICE. Your fellow PCVs around the world will thank you for it!

ICE offers the following materials to assist in developing and operating incountry resource centers:

Incountry Resource Center Procedure Manual;

Sources of Books and Periodicals for Schools and Libraries for Peace Corps Volunteers;

Free and Reduced Rate Magazine List;

Core Reference Collection of Suggested Titles

(*Incountry Resource Center Workshop Training Manual*) will be available after the design has been tested in three pilot workshops.

Countries with operating resource centers may wish to make their resource center handbooks available to other countries. Other organizations, such as Volunteers in Technical Assistance (VITA) and International Networks in Education and Development (INET, formerly the Non-Formal Education Information Center) also publish materials on how to set up a resource center.

For more information regarding setting up and maintaining a resource center contact Trish Heady in ICE.

22 January/February 1986

Sector Updates

AGRICULTURE

The Production, Storage and Feeding of Herbaceous Forages to Support Ruminant Livestock in Developing Countries of the Tropics and Subtropics, Howard B. Sprague. USAID, 1985 (ICE Reprint 1985) 58 pp. Free.

Discusses the importance of livestock in providing food, income and energy for work. Advances a program for increasing livestock productivity relying exclusively on forage—grasses and legumes—along with crop by-products and residues (straw, stalks, vines, and so on). Discussion limited to conditions in the tropics and sub-tropics.

Available free through ICE to all PCVs and staff working in related projects.

Agribusiness Management Resource Materials (Vol. II), edited by J.D. Drilon, Jr. 1971 (UNIPUB, P.O. Box 1222, Ann Arbor, MI 48106) 444 pp. \$13.50.

Written for business teachers and their students as well as for managers of industry and leaders of the agricultural community. Presents a series of case studies from Asia covering advanced problems facing various segments of the agricultural industry. Puts the reader in the problem-solving, decision-making role. Covers the rice, sugar, vegetable, coconut, and coir fiber industries. Number of case studies from each segment varies, but each describes a situation existing in an Asian country.

Available free through ICE to all PCVs and staff working in related projects.

Amaranth: Modern Prospects for an Ancient Crop, report from the National Research Council. 1984. (BOSTID 2101 Constitution Ave., N.W., Washington, D.C. 20418) 80 pp. Free.

Provides a detailed examination of the characteristics and prospects of

amaranth, a little-known crop grown as either a grain or a leafy vegetable. Plant offers considerable promise as a food source. Report based on findings of a panel who examined fields of grain amaranth and sampled products from the plant. Intended for development agencies, officials, and institutions involved with agricultural development.

Available free through ICE to all PCVs and staff working in related projects.

Low Cost Farming in the Humid Tropics: An Illustrated Handbook, by Paul Sommers. 1983 (Inland Publishing House, Inc., Sta. Mesa, P.O. Box 406, Metro Manila, Philippines) 38 pp. \$2.95.

Describes and illustrates techniques which farmers can use to reduce or eliminate dependence on costly tools and supplies. Explains how most farming operations can provide basic requirements from the local environment. Discusses essential plants for low-cost farming, companion planting and specific locations for plants. Includes checklist of essentials. Useful to all involved in agricultural development issues.

Available free through ICE to all PCVs and staff working in related projects.

APPROPRIATE TECHNOLOGY

Drying Wood with the Sun: How to build a Solar-Heated Firewood dryer, prepared by the National Center for Appropriate Technology. 1983 (NCAT, P.O. Box 3838, Butte, Montana 59701) 24 pp.

Plans for constructing easy-to-build firewood dryers, along with step-by-step building instructions. Lists projects that develop solar kilns and those that demonstrate the use of wood as an alternative fuel.

Available free through ICE to all PCVs and staff working in related projects.

Food Drying: Proceedings of a Workshop Help at Edmonton, Alberta, edited by Gordon Yaciuk. 1981 (UNIPUB, P.O. Box 1222, Ann Arbor, MI 48106) 104 pp. \$11.00.

Covers four topics most important in the design and operation of a drying system: drying requirements; consumer acceptance; heat and mass transfer and heat source. Papers given by researchers and scientists from around the world represent projects occurring in diverse climates and social systems. Sums up overall recommendations and proposes future projects.

Available free through ICE to all PCVs and staff working in related projects.

EDUCATION

Education/Special Education Technical Vocabulary (Spanish-English), prepared by Peace Corps/Chile. 1984 (PEACE CORPS, Information Collection and Exchange, 806 Connecticut Ave., N.W., Washington, D.C. 20526) 25 pp. Free.

Useful glossary of terms commonly used in Special Education. Includes words like *flat feet*, *Down's Syndrome* and *gifted person*.

Available free through ICE to all PCVs and staff working in related projects.

FISHERIES

A Guide to Tilapia Feeds and Feeding, by Kim Jauncey and Barbara Ross. 1982 (Institute of Aquaculture, University of Stirling, Stirling, FK 9 4LA, Scotland, U.K.) 111 pp. \$13.00.

Shows how carefully-managed scientific studies can be adapted to give practical assistance to fish farmers. Deals primarily with the formulation and manufacture of complete and supplementary feeds for cultured tilapias. Outlines complete nutritional requirements for various species.

Available free through ICE to all PCVs and staff working in related projects.

Fishing Boat Designs: 1, Flat Bottom Boats, (FAO Fisheries Technical Paper No. 117 Revision 1), compiled by Arne Fredrik Haug. 1982 (Food and Agriculture Organization of the United Nations, Via Delle Terme di Caracalla, 00100, Rome, Italy) 44 pp. \$7.50.

Presents basic designs of boats that are simple to construct for use in small-scale, non-industrial fisheries. Briefly covers building procedures, selection of timber, and fastenings and specific boat plans. Includes detailed designs and helpful illustrations.

Available free through ICE to all PCVs and staff working in marine fisheries projects.

Tilapiine Fishes of the Genera *Sorotherodon*, *Oreochromis* and *Danakilia*, by Ethelwynn Trewavas. 1983 (Comstock Publishing Associates, a division of Cornell University Press, Ithaca, New York) 536 pp. \$63.00.

Identification of basic information about the ecology and evolution of tilapiine fishes. Ecological review is primarily taxonomic. Book also discusses zoogeography and fisheries. Includes extensive bibliography.

Available free through ICE in very limited supply to countries with large fish culture programs.

FORESTRY

Obstacles to Tree Planting in Arid and Semi-Arid Lands: Comparative Case Studies from India and Kenya by Jeffery Burley. 1982 (UNIPUB, P.O. Box 1222, Ann Arbor, MI 48106) 52 pp. \$11.75.

Study compares agroforestry practices in the arid and semi-arid lands of two countries. Compared in terms of environmental, technical, social and economic factors. Identifies

both constraints to tree planting and areas in which development agencies can help through training and dissemination of knowledge. Appendix includes outline of a four-week training course in forestry, a proposal for a 35-hour course in agroforestry, and a description of summer courses in forestry at the Commonwealth Forestry Institute, Oxford.

Available free through ICE to all PCVs and staff working in related projects.

Fruit-Bearing Forest Trees, with the assistance of the Swedish International Development Authority. 1982 (UNIPUB, P.O. Box 1222, Ann Arbor, MI 48106) 177 pp. \$13.00.

Provides information to promote forestry activities at the community and the household levels. Consists of an alphabetically arranged list of fruit bearing trees suitable for community planting. Emphasizes the nutritional value of the fruit. Each entry describes the distribution of the tree, its ecological requirements and uses. A bibliography is included for each tree.

Available free through ICE to all PCVs and staff working in related projects.

HEALTH

Game of Childhood Diseases by Frank Bialosiewicz and Julie Burns. 1983 (Center for International Education, Hills House South, University of Massachusetts, Amherst, MA 01003) 30 pp. \$1.50.

A simulation board game for young children in developing countries. Teaches about common infectious diseases and parasitism. Focuses on the relationship between those diseases and malnutrition and hygiene. Includes specific instructions for constructing the game.

Available free through ICE to all PCVs and staff working in related projects.

(continued on page 24)

(Health from page 23)

Health Education and Planning: A Diagnostic Approach by Lawrence W. Green, Marshall W. Kreuter, Sigrid G. Deeds, Kay B. Partridge, 1980 (Mayfield Publishing Company, 285 Hamilton Avenue, Palo Alto, CA 94301) 306 pp.

Based on the notion that health behavior must be voluntary. Describes a process that ensures agreement between practitioners and recipients. The process is called PRECEDE (predisposing, reinforcing and enabling cause in educational diagnosis and evaluation). Primarily aimed at health professionals in education in the United States. Covers making a social diagnosis, an epidemiological diagnosis, a behavioral diagnosis, and an educational diagnosis. Explains how to apply PRECEDE to school health education and to patient care.

Available free through ICE to all PC offices/resource centers incountry only; two copies per country.

SPECIAL EDUCATION

Basic Principles of Vocational Rehabilitation of the Disabled International Labour Office. 1982 (ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland) 53 pp.

A presentation of the basic principles of the vocational rehabilitation process for experts working in the field. Concentrates on those who are responsible for seminars, training courses and study tours. Covers medical, social and educational considerations.

Available free through ICE to all PCVs and staff working in Special Education projects.

CORRECTION

Feature article, page 19, *ICE Almanac*, Sept./Oct./Nov. issue, third paragraph, second column delete "experimental". Sentence should read, "This area has received a great deal of attention in recent years from OTAPS and I believe it

(ORT from page 18)

technical areas who have the opportunity to promote ORT at the community level.

According to Program Specialist Phyllis Jones, the optimal time to conduct these inservice training sessions is after the Volunteer's first year of service. "At that point," Jones says, "the Volunteer is sensitive to the culture, familiar with the behavior and language and able to work effectively in the community. Without this knowledge Volunteer input might be inappropriate."

To assist countries in monitoring the impact of the inservice training, the Health Sector has devised an evaluation tool. The questions on that form measure whether the Volunteer has mastered ORT techniques and, if so, how often she has used them or trained others to use them. Results from this evaluation will help countries revise the inservice training program, making it more appropriate for their individual situations.

The Health Sector also provided support to ORT efforts by sponsoring a Peace Corps presence at the second International Conference on Oral Rehydration Therapy (ICORT II) held in Washington, D.C. in December 1985. Seven APCDs and seven host country nationals working in ORT projects in 14 countries where Volunteers have already had, or soon will have, ORT training attended the three-day meeting. This conference focused on recent developments in implementation, public health and biomedical research, interaction of nutrition and diarrheal disease, and methods of preventing and controlling diarrheal disease.

Acting Health Sector Manager Colleen Conroy says, "These APCDs and counterparts can be great energizers for the ORT effort. They return to their posts with fresh ideas and the potential to get things going. That is crucial to us because our energies are useful only when they fit

has paid off. Rigorous, comprehensive, *experiential* training with a strong trainee assessment component is critical to the success of the Peace Corps fisheries program.

into the energies of the country's program."

Stressing that funds are available for many kinds of support activities, Specialist Conroy encourages country staffs to take advantage of the opportunity. "ORT is a solid tool, a hands-on skill that Volunteers can acquire after a short training session."

Properly-trained Volunteers working in well-designed ORT projects that are consistent with the goals of the national effort can help reduce the grim statistics of children under the age of five who die of dehydration. In making that contribution, Peace Corps Volunteers help make an important difference in the lives of needy people in the developing world.

In view of Peace Corps' broad commitment, Director Ruppe urges country directors to explore programming opportunities in ORT. "Seventy-two countries in the developing world have made ORT a priority in their national policies. I urge Peace Corps directors in the 61 nations hosting our Volunteers to be informed of each national policy and its implementation, and to work with their host governments to determine what role the Peace Corps may play in making ORT more readily available to mothers and families."

Publications listed as "available through ICE" are free to PCVs and staff according to the distribution policy indicated for each title. For the benefit of our non-Peace Corps readers, complete ordering information has been provided for all titles.

PCVs and staff may order ICE publications by letter or cable from: Peace Corps Information Collection and Exchange, Rm M-701, 806 Connecticut Avenue N.W., Washington, D.C. 20526 USA.

Please note: additional copies of limited-distribution titles and materials which are listed as "not currently available from ICE" must be purchased directly from the publisher using incountry funds. PCVs should contact their incountry staff regarding assistance in making these work-related purchases.

986/2

PEACE CORPS TIMES



Meet Silvia,
Paraguay's
Prettiest Peccary

Focus—Paraguay

PE 1.9:



March/April 1986

From the Director

I receive many letters about the work that Peace Corps has done throughout our 25 years of service. Some come from former Volunteers, who through their careers in international development, are able to see the fruits of their labors many years later. I would like to share the following letter from RPCV/Ethiopia Walter North, now with the Agency for International Development.

"I was a Peace Corps Volunteer in Ethiopia between 1973 and 1975. Initially, I was an English teacher in a secondary school. Later, I worked with the Government's Relief and Rehabilitation Commission. This commission was established in response to a devastating famine.

In November of 1984, I went back to Ethiopia to set up an AID office to manage our emergency relief program. You can imagine my mixed feelings about returning to Ethiopia to yet another famine situation.

The grimness of the situation is well known. My own despair about the lack of progress in Ethiopia in the last 10 years was offset by the warm welcome I got. News of my return led to some interesting personal reunions.

Those meetings were especially touching because so many friends were no longer alive or in Ethiopia. The "Red terror" of the late 70's claimed many lives. That so many had survived, were working hard to help their country and were glad to see me, was gratifying. I was absolutely stunned though by the extent to which the memory of the Peace Corps is revered in Ethiopia. I cannot recall how many times reference to the Peace Corps came up in discussion with counterparts in the government and in the NGO community. The positive feedback even worked magic on the streets of Addis and in the field. Countless Ethiopians disbelieve their own government's propaganda about the U.S. government because they knew and liked Peace Corps Volunteers.

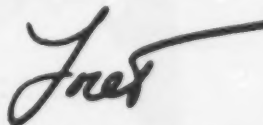
When my association with the Peace Corps would surface, I would be accorded special consideration by colleagues. Usually it would begin with a comment such as "I had an American teacher and" or "An American volunteer used to work with us and." Inevitably that opening would be followed by an expression of regret about the state of relations between our governments. Then I would be given every consideration in getting my job done.

The contribution made by volunteers in the 60's and 70's is respected and appreciated by Ethiopians. Volunteers contributed to numerous undertakings which made a difference in that country. In addition to the large teaching program, volunteers were active in the malaria and smallpox eradication programs, agricultural development and health programs. That work is not forgotten. The impact of those efforts did not cease when the last Volunteer left (1977). Perhaps the most important developmental impacts of two decades of involvement are not amenable to quantification.

The enthusiasm, commitment and concern of Volunteers served as a challenge to a generation of Ethiopians. Ethiopia's history during the last decade has not been a happy one. I pray that these sad times will not continue. There must be change. When it happens it will be spearheaded by men and women whose own commitment was in many cases kindled by the dedication of Peace Corps Volunteers.

I would not be able to give that kind of return a dollar value. I know though that it was one of the best investments the U.S. Government ever made in Africa."

And so, Volunteers, keep up your own fine work. No doubt the Ethiopia Volunteers also felt frustrated and discouraged at times... but look what they accomplished!



Loret Miller Ruppe

Research On Southeast Asia

RPCV Tom Otwell (Liberia 1962-1964) who also served as an Army medic in Vietnam (1968-1969), is writing an article and wants to hear from current and former Volunteers who served in Southeast Asia, either in the military or in a civilian capacity, such as USAID, State, CARE, Hope or relief and refugee programs, prior to or after Peace Corps service.

Write to Otwell at: Office of Institutional Advancement, Turner Bldg., University of Maryland, College Park, MD 20742.

The week of April 20 to 26 has been designated as National Volunteer Week. Each country director has been invited to nominate one Volunteer as Peace Corps' Volunteer of the Year. Peace Corps will select, from the nominees, one person from each of the regions—Africa, NANEAP, and Inter-America to represent all current Volunteers in Washington this September to participate in the special 25th Anniversary Celebration. These outstanding Volunteers will be announced in the next issue.

CORRECTION—According to the Ghana desk, the photo on page 2 of the January/February issue incorrectly identifies the location of the photo as Kpalime. The photo of Director Ruppe and PCV Mary Ann Lotscher was taken in Kpandu, in the Volta region of Ghana.

Peace Corps Times

Peace Corps Director

Loret Miller Ruppe

Deputy Director

Edward Curran

Public Affairs Director

Hugh O'Neill

Peace Corps Times Editor

Dixie Dodd

The *Peace Corps Times* is published by the Peace Corps, Washington, D.C. 20526.

The views expressed in *Peace Corps Times* are those of the individual writers and do not necessarily represent the official position of the Peace Corps. The Director has determined publication of this periodical is necessary in the transaction of the public business. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget.

To the Times

Dear *Peace Corps Times*,

I read about Aid to Artisans in a recent issue. My secondary project as a PCV in Paraguay is working with women's clubs, teaching knitting. One of my goals is to have the women knit sweaters that can be sold to supplement their incomes. I would like information on ATA and what types of assistance they provide.

Rosemary Knapp
Cuerpo de Paz
Asuncion, Paraguay

Dear Rosemary,

We have spoken with James Plaut, founder and Chairman of the Board of Aid To Artisans concerning your request for more information about ATA and types of assistance they offer. He responded that ATA works closely with Volunteers and also USAID. In addition, they have many other sources of grants, independent of government agencies. Plaut suggested that Volunteers in the field write directly to him for help with their projects in the areas of marketing advice and small financial aid grants ranging from \$500 to \$1,500. In most cases the grant money is used for materials and equipment to be purchased through an already existing co-op. By doing this, members of a co-op are able to buy at wholesale prices and save considerable money over retail rates for needed materials. They then repay their

co-op. Plaut is very interested in helping Peace Corps Volunteers and welcomes requests. Please write to him at this address:

Mr. James Plaut
Aid to Artisans
64 Fairgreen Place
Chestnut Hill, MA 02167

Dear Friends,

I must thank you very sincerely for the trouble you took to send us a copy of the *Peace Corps Times*, Peace Corps at 25. I went through it with great interest and must congratulate you for the fine job you have done. The idea of Peace Corps was a seminal idea 25 years ago. It has created a lot of other changes in society, even in the understanding of development by the western countries.

As a kind of Peace Co-worker of 35 years standing in India, working as a Jesuit Missionary, I can appreciate the good you have achieved. By way of returning your kindness, I am sharing some of our recent findings on our own field work.

May God bless you and the Peace Corps.

Dr. M.V.d. Bogaert, S.J.
Director
Xavier Institute of Social Service
Ranchi, India

Peace Corps Honors Aaron

As part of its commitment to increase minority recruitment, Peace Corps has launched a pilot project to target audiences in areas with significant minority populations to spread the word about opportunities for Peace Corps service. Public Service Announcements featuring baseball's home run record holder Hank Aaron and Atlanta Mayor Andrew Young were filmed in Atlanta in January and are slated to air in major media markets across the southeastern United States in the next few months.

The Public Service Announcement featuring Aaron was filmed outside Fulton County Stadium in Atlanta, where Aaron hit his 715th career home run breaking Babe Ruth's longstanding record. Arlen Erdahl, Associate Director for Volunteer Recruitment and Selection, was on hand to present a plaque to Aaron for his support of Peace Corps. More than 100 copies of this announcement will be sent to commercial and cable television stations in Alabama, Mississippi, Georgia, Tennessee, Kentucky and South Carolina.

Boston Event Draws Large Crowd

More than 800 people gathered at the John F. Kennedy Library in Boston early in March as part of the 25th Anniversary Celebration of Peace Corps taking place throughout the United States.

The cast of former Kennedy Administration luminaries attending was headed by Sargent Shriver, the President's brother-in-law and first Peace Corps director, Eunice Kennedy Shriver and Joan Kennedy.

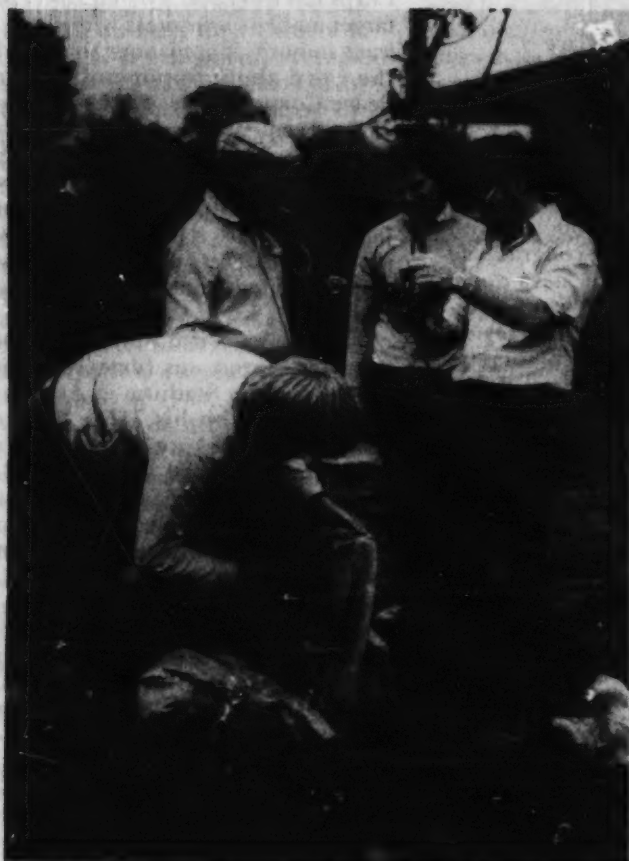
Other participants included TV commentator Bill Moyers, the first Associate Peace Corps Director for Public Affairs and Warren Wiggins, deputy director during the Kennedy years. Loret Miller Ruppe, current

(continued on page 10)



Baseball great Hank Aaron receives a plaque from Associate Director Arlen Erdahl for his work on behalf of the Peace Corps. The statue in the background commemorates Aaron's hitting his record breaking home run.

Peace Corps/Paraguay



Forestry PCVs Timothy Starr of Minneapolis (bending), Tom Nedobeck of Greenfield, Wis. (standing, far left) and APCD George Ritz of Bradford, Maine with counterparts prepare soil to plant young trees.



Ella Pennington, SPA fund coordinator of Pennington, N.J. and Leonardo Mino Aranda, General Coordinator of Promotional Support at the Mision de Amistate visit shoemaker who is one of their clients.

Landlocked Paraguay, located in the heart of South America, is a land of great physical beauty and vast development needs. It is characterized by the Spanish word, *tranquilidad*, a feeling evidenced by a stable government and a friendly peaceful people.

The territory which makes up Paraguay today was inhabited by a variety of Indian tribes when it was discovered by the Spaniards in 1524. A natural alliance between the Guarani and the Spanish has produced the current Paraguayan culture. The population, 95% of which are of mixed Guarani and Spanish descent has also been influenced by settlers from Germany, Japan, Brazil and Argentina. Paraguay's independence from Spain was gained without bloodshed in 1811.

As Paraguay is principally an agrarian society, a major emphasis of government programs is directed at increasing production on the small farms which are the backbone of the agricultural sector. Government officials point out that the economy is in a state of transition, that there are two important stages in the country's economic development, before and after the Itaipu dam. By the end of this decade, Itaipu and the other hydroelectric projects will provide unlimited electrical power to Paraguay.

Peace Corps/Paraguay

The first Peace Corps Volunteers in Paraguay were agricultural extension agents who began working there in 1967. Today there are some 150 PCVs in the country, most working in the rural areas, the *campo*. Currently, Peace Corps is involved in seven major program areas: crop extension, home extension, rural health, environmental sanitation, education, natural and environmental resources and agricultural cooperatives.

Seventeen Volunteers are at work in the **crop extension** project. They are involved in apiculture, marketing, soil conservation and agro-industry. PCVs train farmers in improved production of such crops as corn, beans, and cotton as well as vegetables and fruit. There is an emphasis on chicken and pig breeding and the safe use of pesticides.

The **home extension** program is the primary project for 21 Volunteers. Their work varies in scope from family income and savings activities to presenting workshops on nutrition, food storage and preservation to personal hygiene.

Volunteers working in the area of **rural health** promote health practices through instruction in the schools, community organizations and home visits as well as helping to administer basic health care and first-aid. There are 20 PCVs in this program.

The 12 PCVs working in **environmental sanitation** make house-to-house inspections of water sources and sanitary facilities, construct new latrines and water systems, and help to sanitize existing wells and water sources as well as teaching general health education.

In the Heart of South America

About the country ...

Population: 3.6 million
Land Area: 157,048 square miles, about the size of California
Capital: Asuncion
Languages: Spanish and Guarani
Religion: Roman Catholic (97%), Mennonite and other Protestant denominations
Terrain: East of Paraguay River—grassy plains, wooded hills, tropical forests. West of Paraguay River (the Chaco) semi-arid conditions, scrub forests
Borders: Landlocked---borders Brazil, Argentina and Bolivia

In the **education program**, 18 Volunteers work in three basic areas; rural teacher training, special education and community development. In the teacher training area PCVs work as trainers and do outreach work in more isolated schools assisting with development of new materials and modern teaching methods. Special education needs special techniques which are provided by PCVs in rural schools throughout eastern Paraguay organizing parents' groups, special activities and increasing the awareness of the needs of special children. In vocational education, PCVs provide training in carpentry, electrical and metal work. The community development Volunteers help to identify obstacles that keep the people from availing themselves of the resources available. These PCVs have assisted in the construction of new classrooms (see photo), renovation of old schools, fund raising and library development.

PCVs in **agricultural cooperative** work (17) assist the CREDICOOP in strengthening its technical capacity through the development of new services such as credit, technical assistance, agricultural diversification, and marketing.

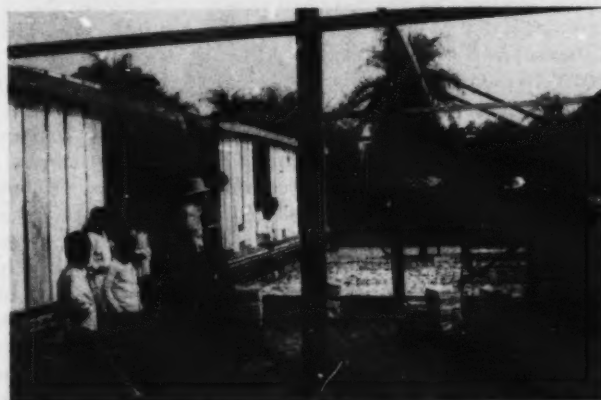
The **natural and environmental** resources program has four basic elements: biological inventory, forestry extension, national parks and environmental education. In forestry extension, PCVs help start nurseries and collect data for reforestation and watershed management projects. The environmental education Volunteers work with primary teachers to develop teaching programs in the schools. The last two areas are prime examples of how Volunteers work themselves out of jobs—the biological inventory (see related stories) and national parks. The inventory Volunteers are compiling a valuable natural resource catalog of specimens of plants and animals. The PCV working with the national parks is developing plans for park management. Both these areas will be phased out in the future. The total number of PCVs working in the natural and environmental resources program is 22.

Traditionally, Peace Corps Volunteers have been warmly welcomed by the Paraguayan people. Contrib-

(Continued on page 6)



Taking a break from household chores are two of Paraguay's PCV married couples. Donna Sharpee Schmitz of West Bend, Wis. (seated, left) and her husband, Richard Schmitz of Waterloo, Iowa (top left) are both in the forestry program. Brooke Hart of Schenectady, N.Y. (standing) is working with coops and her husband, Sean Hart of Rexford, N.Y. (seated, top right) is with the forestry extension project.



PCV Tracy Lee Thompson (adult without hat), a graduate in forestry from Penn State checks on progress of a school under construction near Chore. The school is being built with funds through Peace Corps Partnership which Thompson arranged through his church.

PCV Gould Studies Silvia, a Peccary Thought Extinct

Zoologist Gina Gould lives in the Chaco, the Indian word for dry place. It is, in the classical sense of the word, a romantic, untamed section of Paraguay, about 98,000 square miles of jungle.

Although Gould's project is mammalogy, which includes everything from rats to jaguars, her favorite subject is her Chacoan peccary, Silvia.

There are only three species of peccaries known to exist. The Chacoan peccary (*Catagonus wagneri*)—which lives in a small area in Paraguay, Argentina and Bolivia, was not identified by scientists until 1972. A more commonly known col-

"She's like a very large woman, but very much the lady, in her high heeled shoes."

lared peccary (*Tayassu tajacu*) thrives in an area from Arizona to Argentina. The white-lipped peccary (*Tayassu pecari*) is a wilderness animal found from southern Mexico to Argentina. In 1972, Dr. Ralph Wetzel of the University of Connecticut found the Chacoan species in Paraguay. This was its first sighting by modern man. Before that, it was only known to science as a fossil from the Pliocene Period, but most scientists agree peccaries originated in the Western Hemisphere. Two distinguishing characteristics of peccaries are the scent gland and the unusual chambered stomach. The peccaries have a scent gland in the middle of the back which first drew the attention of early naturalists, true pigs don't have this gland. If the scent gland isn't cut three on four hours after the animal is killed, it will taint the meat and make it inedible. Also, the Chacoan only has two toes, true pigs have four. The Chacoan has four common names; tagua, pagua, cure-boro and quimilero given by the indigenous people.

There are two tagua known to be in captivity; PCV Gould has one, the other, a male, lives in a Paraguayan zoo.



PCV Gina Gould, her Paraguayan counterpart and their pet project, Silvia, a peccary which was thought to be extinct.

When Silvia was photographed here she was about 40 weeks old. She is very friendly, curious, likes lots of attention and knows her own name. She likes to play with Gould's cat and to sleep under the table. Silvia thinks it's fun to play with a volley ball, but confidentially, she's not so good at spiking. Gould says, "She's like a very large woman, very much the lady, in high heeled shoes."

Gould plans to catch a maximum of 25 peccaries for her breeding project. She must catch them when they are very young because the adult males have dangerously large incisors and the local people kill the females for food.

She says of her life in the Chaco, "It's not easy but it's fun and exciting." Gould says it's not uncommon to be walking down the road and come face to face with a jaguar.

Gould, a resident of St. James, N.Y., received her degree in zoology from the State University of New York, Oswego.

Peace Corps/ Paraguay

(Continued from page 5)

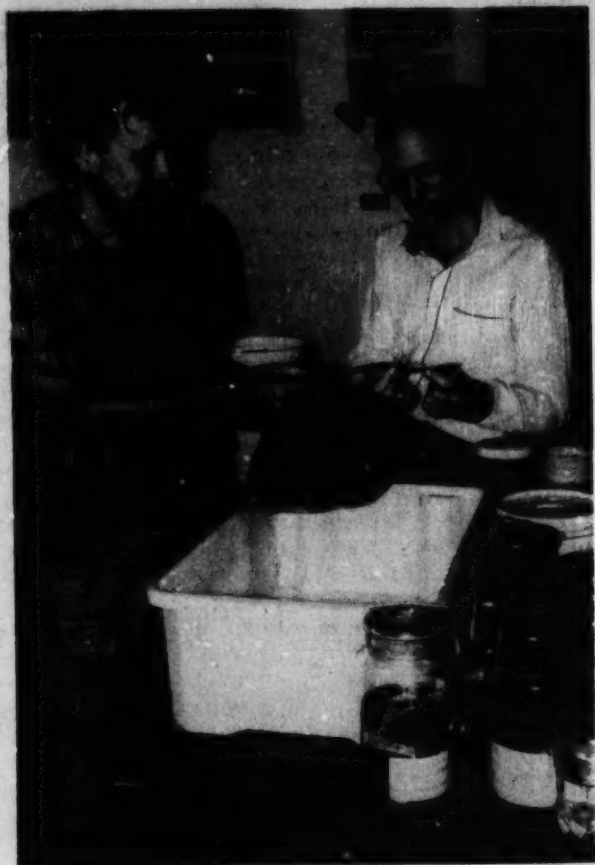
uting to this receptivity are the efforts which Peace Corps/Paraguay has made to foster cultural sensitivity in its Volunteers, to place them at the community level and to teach them the indigenous language, Guaraní, as well as Spanish.

The current Country Director of Peace Corps/Paraguay is Richard Soudriette, who formerly served in the same capacity in the Dominican Republic. Special thanks to Soudriette and to the Country Desk Unit, Maria Lameiro and Jeanne Jensen for assistance with this feature.

The next issue of Peace Corps Times will feature the African nation of Mali.



Examining an Iguana are PCV Daniel Drennen, Ichthyologist and his counterpart, Aida Luce Aquino, herpetologist. Drennen earned his bachelors at Birmingham-Southern, his masters from Auburn University and has been with the Biological Inventory since July, 1984. Aquino, also degreed, trained at the Smithsonian, Carnegie Museum of Natural History and the U.S. Fish and Wildlife Service. She has been with the program since its inception in 1980.



Drennen and RPCV John Kochalka, entomologist (right) inspect a freshwater stingray. Unique to Paraguay, these rays are eaten as food by local people. Kochalka, who COSed in December, 1984 earned his bachelors and masters in zoology at the University of Vermont. He is currently working as an independent for the National Biological Inventory, a project of the National Forest Service of Paraguay.

Paraguay's Biological Inventory Is in Its Sixth Year of Collecting Flora and Fauna, Some of the Rarest in The World



On a recent visit Peace Corps Director Loret Ruppe (second from left) examines specimens from the biological inventory project. On hand for explanations are PCVs Daniel Drennen and Terry Bonace, entomologist (third from left); Paraguayan counterpart, Aida Luce Aquino and RPCV John Kochalka.



A large collection of predatory aquatic insects is being examined by PCV Drennen and RPCV Kochalka. These insects are important to the biological inventory and the Paraguayan ecosystem because they consume other aquatic insects and can also eat certain fish and tadpoles.

Tanganyika (Tanzania) I

Now called Tanzania, Tanganyika was under German colonial domination until World War I. After that and until the end of World War II, Tanganyika was administered by the British, first under a League of Nations mandate and then as a United Nations Trust. Full independence came in 1961 when Tanganyika united with the island nation of Zanzibar in 1964 to form the United Republic of Tanzania.

Comprising an area somewhat smaller than New Mexico and Texas combined, Tanzania is nestled between the great lakes of the continent ... Lake Victoria, Lake Tanganyika and Lake Malawi. The lush Serengeti Plain in the north is one of the major natural habitats of African wildlife. Not far to the east, Africa's tallest mountain, Kilimanjaro juts to a soaring height of 19,340 feet along the Kenya border.

Bordering countries circling Tanzania are Kenya, Uganda, Rwanda, Zaire, Zambia, Malawi and Mozambique with the Indian Ocean lapping at its eastern shores. The inland city of Dodoma is the official capital but most administrative work takes place in Dar es Salaam on the coast. Zanzibar City on that island in the ocean is the world's greatest exporter of cloves. Tanzania grows and exports large amounts of cotton, coffee, sisal, cashew nuts, cardamom and tea.

Tanzania's peoples, among the first on Earth according to anthropologists' studies in the famous Olduvai Gorge, are currently estimated to number 20.2 million. Of these, 35% are Christian, 35% Muslim and the rest are believers of traditional religions. Although Kiswahili is the major language, English as well as more than 100 Bantu dialects are spoken.

In 1961 Tanganyika's economy was based largely on agriculture, yet only nine percent of the land was under cultivation. A lack of farm-to-market roads and year-round water supply limited further expansion. Building a network of feeder roads to link even the most remote agricultural areas with main roads, railroads and seaports was imperative to growth. Tanganyika also needed major roads that were passable in the most inclement weather. De-

tailed geological mapping was essential to attain the benefit of Tanganyika's rich mineral resources.

Peace Corps and Tanzania

Even before full independence was gained, Peace Corps was invited to help with these unique problems. Civil engineers, geologists, road and map surveyors were asked to build those necessary farm-to-market roads and to develop a system of main territorial roads. Geologists were given the task of mapping several thousand square miles to tap the country's minerals.

In that first group of Peace Corps Volunteers there were 28 ... all men. Currently in Tanzania there are 69, 24 of whom are women. About 30 teach science and math, 19 are working in fisheries and the remainder are with agriculture or health programs.

Richard Van Loenen, now with the United States Geological Survey in Denver, and a member of that first (and only) all male group, recounts his experiences with Tanganyika I for Peace Corps Times readers.

"Why did I want to join the Peace Corps 25 years ago? I'm not really sure other than it seemed like it had possibilities and would certainly be worth a try. I'd first heard of it when John F. Kennedy proposed a "peace" corps during his campaign in 1960. I wanted to be among the first to help with this "new" kind of foreign aid, have a chance for adventure and travel and a two-year deferment from the military draft.

I filled out an application I'd picked up at the Post Office and took the Civil Service exam along with many others. The large numbers certainly indicated a favorable response to Kennedy's enthusiasm to assist undeveloped countries with this new concept of a Peace Corps.

After receiving my degree in geology from Kansas State University in 1961, I worked briefly in the oil fields, then went home to work on the family farm. That July, I was notified that I had been selected to participate in a training program for a Peace Corps project in a place called Tanganyika. It was exciting and timely ... it spared me from the remainder of the haying season! I had no second thoughts about going.

Thirty-five men were chosen to attend the training at the University of Texas in El Paso. This Peace Corps program was unique in that we were all men and were all civil engineers, road builders, surveyors or geological mappers. We had representatives from every part of the U.S. as well as many races and ethnic backgrounds. (We even had folks from New Jersey!) The original count was narrowed down to 28 ... five geologists, 23 surveyors and civil engineers.

I suspect our durability was being tested. But we did complete the job.

The training was a mix of many disciplines including African studies, American and World Affairs, Swahili, technical studies and much emphasis on health and physical fitness. (In those early days Peace Corps training had been compared to Marine Boot Camp training.) We were bused to a nearby military base for medical exams.

We lived in a dormitory and studied on campus. Our gear was supplied by Peace Corps and included boots, khaki shirts and trousers and pith helmets. Most of those helmets were lost to the first West Texas wind storm.

Because this was one of the first three Peace Corps programs it was considered a hot news item and reporters were always on hand. Their coverage didn't stop in El Paso but followed us through to the end, two years later. There were many critics of Peace Corps back then and two of the more famous are worth a mention. A former U.S. President said, "For whatever good they will do in Africa, you might just as well send them to the moon," and from the Russians, we were "spies and agents of the CIA."

The final stages of our training were held in Tengeru, Tanganyika, a beautiful setting some 60 miles west of Mt. Kilimanjaro. We had all the necessary field equipment for use in mapping and were eagerly looking forward to our two year assignment in Africa.

Settling down in modest housing near the survey headquarters in Dodoma, we were given a living allowance of about the equivalent of \$280 a month. Outfitted with gear that included land rovers, tents and medical supplies, we went with our drivers, cooks and two of three survey boys into the north central region to begin mapping. The field season was nearly a disaster ... it was then the middle of the rainy season. I suspected our durability was being tested. But we did complete the job.

The Tanganyikan Geological Survey was manned by some 20 British geologists with a supporting staff of chemists, cartographers and clerks who were British, Indian and African. My duties were to conduct reconnaissance mapping at a scale of 1:125,000. Only parts of Tanganyika had been previously mapped by private exploration companies, the Geological Survey or the Germans prior to World War I when that country was a German colony. At the end of my two years I had contributed towards the completion of nearly 7,000 square miles of mapping. These maps, with accompanying reports were all published by the Tanganyikan Geological Survey.

Tanganyika mainly consists of pre-Cambrian rocks with a thin covering of phanerogous sediments along the coast and southwest with young volcanics in the north ... near Kilimanjaro. It is relatively poor in mineral resources compared to the Congo (Zaire) to the west and Rhodesia (Zimbabwe) to the south. Diamonds, produced from the Williamson Mine in the western region, were the most important mineral resource.

While on official field duty we were expected to provide at least some of the fresh meat for ourselves and our crew. In those days Tanganyika afforded some excellent game birds, waterfowl and big game animals. 1961 was long before reports of endangered species and elephants were plentiful then. The game management harvested several hundred each year ... mostly in places where the animals became a threat to crops on newly developed farm land. It was interesting to observe the elephant hunts which were always exciting and usually rewarding. The meat was eaten by the local people and never wasted. They could process and carry off an entire elephant in a very short time. The



Richard Van Loenen (right) and assistants take rock samples as a part of their project for locating and mapping the country's mineral resources.

Africans were very conservative and would take the meat back to their villages where it was dried and kept for use as needed.

In remote regions, the local people soon learned that there was a "European" in the area and assumed he was either a missionary or a doctor. I was far from being either, but Africans would come from miles around for medical attention for afflictions ranging from elephantiasis to hangovers. Because our field gear included a large box of medical supplies including antiseptics, bandages,

eye medications, jars of malarial drugs, aspirin and even placebos, in the evenings after a long day of field work I'd dispense some innocuous medications and treat a wound or two. The most serious cases would leave with only my sympathy.

Two years in the Peace Corps was a rewarding experience for me and I'd volunteer again if I had it to do all over. Through the years I've met some good candidates for Peace Corps and I've encouraged them to join. Not one has been disappointed."

Personnel/Personal

Tom Bentley, APCD/Programing and Training for Costa Rica has a long history of Peace Corps "firsts." Bentley was a PCV in the first group into Colombia in 1961 and 1962; he was the first Peace Corps Volunteer from Arizona and he was among the first PCVs to marry another PCV. His wife, the former Elizabeth Marple was a Volunteer in Colombia III in 1962 to 1963. A graduate of the University of Arizona and the University of Texas, Bentley studied for his Ph.D. at Portland State University in Oregon. He also has a long history of overseas work with CARE from 1963 to 1974 in Liberia, Turkey, Lesotho and Costa Rica. He worked with Refugee Programs and Project Concern in Oregon from 1974 to 1986.

* * *

Dr. Alan Zeller of Newcastle, Maine is the new Medical Officer for Sierra Leone and Liberia. A graduate of Dartmouth, he earned his M.D. at McGill University in Montreal, Canada. No newcomer to Peace Corps, Dr. Zeller gave medical care to PCVs while he was Team Captain for CARE/MEDICO in Afghanistan from 1969 to 1973. He was Medical Director for VALCO (a subsidiary of Kaiser Aluminum, Inc.) in Ghana from 1974 to 1979 and is now a member of the CARE/MEDICO Advisory Board. His son, Robert was a PCV in Fiji and his stepson, Douglas Teschner served as a PCV in Morocco. Another son, George is currently a PCV in Sierra Leone.

* * *

Roger Conrad has been appointed APCD/Administration for Tanzania. Conrad was a PCV in Ethiopia from 1973 to 1975 and also in Chad from 1977 to 1979. He worked in Washington as an evaluator in 1979 and was APCD/Agriculture and Development in Mauritania in 1979 to 1982. His wife, Kathe was a PCV in Afghanistan in 1977 to 1979. A native of Davis, Calif., he earned his bachelors degree at Kalamazoo College and his masters in African Studies from Ohio University.

Michael Zwack, the new APCD/Agriculture and Rural Development for Thailand was originally from Dubuque, Iowa but has called Thailand his home since 1978. He was a PCV there from 1978 to 1981, then was a consultant with USAID/Ministry of Interior from 1981 to 1984. Since then he has been a private consultant for agriculture training ... also in Thailand. He received his bachelors degree from the University of Northern Iowa.

* * *

Elizabeth Ernst, RPCV Burkina Faso, serving from 1975 to 1977, has been named APCD/Forestry and Soil Conservation for Mali. In 1979, she was a Peace Corps Fellow and then went to Niger as APCD/Agriculture and Rural Development in 1979 to 1982. Elizabeth comes from Bonita Springs, Fla. and earned her bachelors degree at Colby College, Maine. She has taken graduate courses at the University of Tucson.

* * *

Gerard Roy has been appointed to the position of Director of Compliance, Peace Corps/Washington. From 1980 to 1986 he was Assistant Director with the Inspections and Audits Division and Senior Special Agent, Office of the Inspector General with the U.S. Treasury. Prior to that he worked with the U.S. General Accounting Office. A Fulbright Scholar candidate, he received his bachelors and masters degrees from George Mason University.

* * *

Dr. Dean Johnson of Concord, Calif., has been named the Peace Corps Medical Officer/Cameroon, Gabon and the Central African Republic. Dr. Johnson has been in family practice since 1953 with interruptions for work overseas as PCMO in Afghanistan from 1971 to 1974 and on special assignment in Yemen in 1973. From 1975 to 1979 he served in Iran as Medical Director for Bell Helicopter International. He was the Medical Director in the Alcohol and Chemical Dependency Unit at Mt. Diablo Hospital in Concord from 1980 to 1986. Dr. Johnson received his medical degree from Ohio State University.

The new APCD/Generalist for Swaziland is Thomas Bailey of Winston-Salem, N.C. Bailey was Country Desk Officer for Botswana, Lesotho and Swaziland from 1984 to 1986. A graduate of North Carolina Ag and Tech University, he earned his masters at Duke University.

* * *

A native of San Diego, Patrick Barry is the new APCD/Administration for Zaire. He was a PCV in Nigeria in 1966 to 1968, Training Officer in Cameroon in 1970 and APCD and Country Director in Mauritius from 1971 to 1974. Barry received his bachelors degree from the University of San Diego.

* * *

Brian Richmond, APCD/Health and Rural Development for Sierra Leone, is a native of Muncie, Ind. He was a PCV in Chile from 1980 to 1982 and a health trainer consultant in Liberia in 1985. He has been a curriculum planner and group facilitator trainer for international health courses at the University of North Carolina. He earned his bachelors from Indiana University and his masters from the University of North Carolina.

Boston Event

(continued from page 3)

director of Peace Corps was there with statistics of Peace Corps today.

"More than 120,000 Volunteers and staff have served in about 92 countries overseas since Peace Corps' inception in 1961," Ruppe said. "We receive an average of 5,000 inquiries each week from people expressing interest in volunteering."

There were films of Peace Corps overseas projects, slide shows and panel discussions of the agency's past and future. Former Volunteers and newly returned Volunteers traded stories and memories.

And of course, at this 25th Anniversary celebration there was a cake ... a huge, 550-pound cake decorated with flags from the 63 countries where Volunteers are serving today.

New Country Directors



Lawrence A. Marinelli

Lawrence A. Marinelli

Former Foreign Service Officer Lawrence Marinelli has been named Director for the Eastern Caribbean which includes Barbados, Grenada/Carriacou, St. Vincent, St. Lucia, Dominica, Antigua, St. Christopher/Nevis, Montserrat, Anguilla and the Grenadines. The Eastern Caribbean office is located in Barbados and fields nearly 200 Volunteers.

No stranger to the region, Marinelli served as the Director for the Caribbean Basin, U.S. Trade and Development Program. He held a similar position in the Mediterranean and the Middle East. While with the Department of State and AID, Marinelli also served in Africa and Asia. He was the director of the Program Planning Division for the Military Assistance Command/Vietnam.

Marinelli did his undergraduate work at Canisius College and received both a masters and a doctorate in international affairs from St. John's University. He is married and has three children.

John H. Wright, III

Assuming the post of Country Director for Jamaica, which has about 160 Volunteers, is John Wright of Columbia, South Carolina.

A builder and developer, Wright graduated from the University of Virginia and also holds a masters in business administration from the University's Darden School of Business Administration.

For the past 10 years, Wright has been the owner and president of



John H. Wright, III

Spacemakers, Ltd. Self-employed most of his career, Wright has extensive experience in land use and management, marketing and in financial analysis. Wright and his wife, Trula, have two children who will be accompanying them to Jamaica.

Donald L. Smith

Don Smith, new Country Director for Papua New Guinea in the South Pacific, comes to Peace Corps from ACTION where he has spent the past 12 years. His most recent position there was Director of Administrative Services. Prior to his service with our sister agency, Smith was in business and was also a pilot for Trans World Airlines.

Smith received both a bachelor's degree in history and political science and a masters in management from the University of Utah.

In the early sixties, Smith worked in a youth development program with the Maoris in New Zealand. He and his wife, Patricia, have two sons.

James Lassiter

Former Volunteer James Lassiter was appointed to the position of Country Director for Tanzania in December. He was a PCV in Swaziland from 1980 to 1983.

From 1984 to 1985, Lassiter was Country Desk Officer for Botswana, Lesotho and Swaziland, and from March to December of last year, was CDO for Tanzania and Malawi.

Prior to his service with Peace Corps, Lassiter lectured at the University of Oregon and was a research analyst at the California Cen-



Donald L. Smith

Photos—Anne Alvarez

ter for Health Statistics.

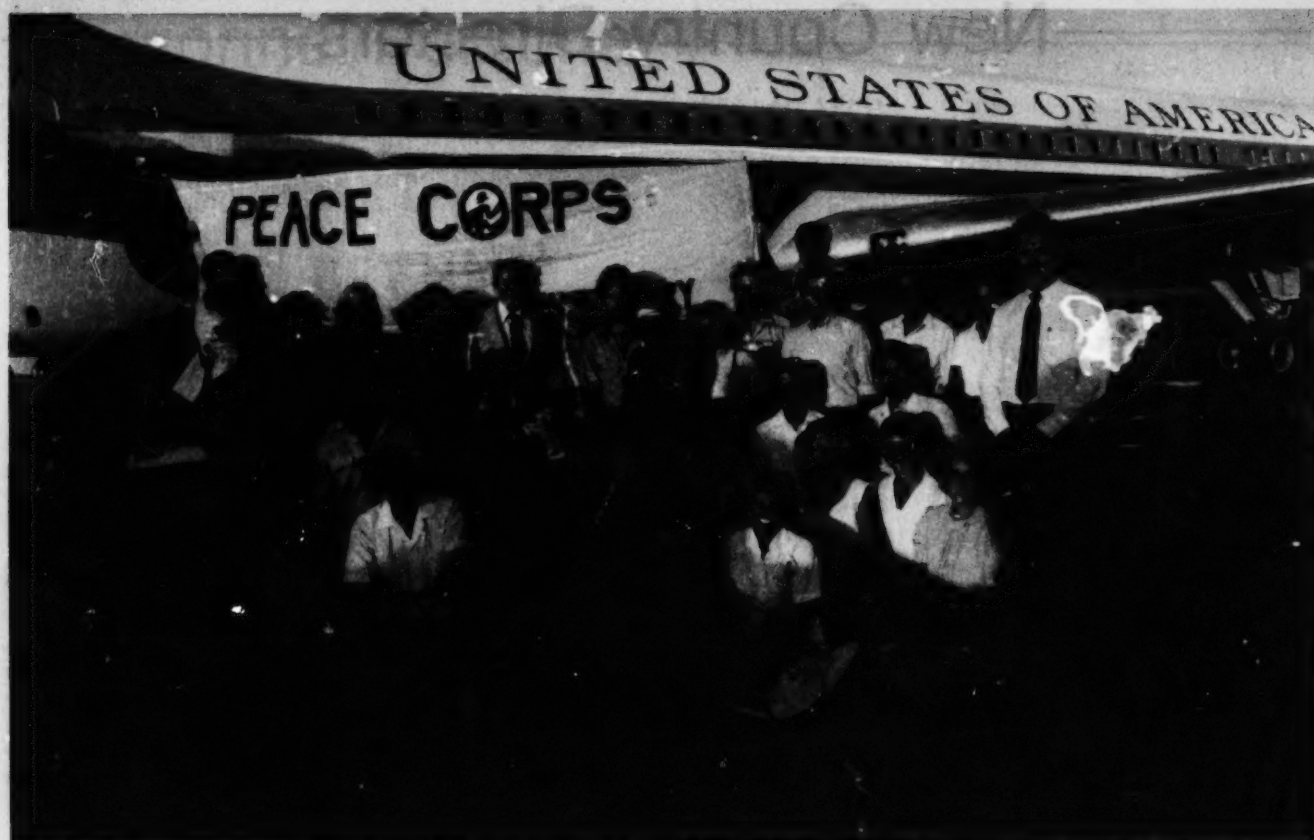
Lassiter graduated from California State University with a degree in anthropology and biology. He holds both a masters and a doctorate in anthropology from the University of Oregon. (Lassiter's photo was unavailable.)

Future Directions Meet Set For July In Colorado

From July 7 to 11, Colorado State University in Fort Collins, will be hosting a Peace Corps 25th Anniversary Seminar. The topic is "The Next 25 Years: Future Directions for the Peace Corps." Director Ruppe will be the keynote speaker for the July 8 session. The findings of this meeting will be presented at the September conference in Washington, D.C.

This seminar is sponsored by the Citizens Committee on Future Directions for the Peace Corps, the International Development Conference as well as the University. It will be held in conjunction with the Association of University Directors of International Programs conference which plans to have AID Administrator and RPCV Peter McPherson as its keynoter.

For more information about the seminar write to: Future Directions/Peace Corps, % Dr. Maurice Albertson, 203 Weber Bldg., Colorado State University, Fort Collins, CO 80523.



Grenada Volunteers receive a visit from President Reagan. They are pictured here with the President with their Peace Corps 25th Anniversary banner.

White House Photo

Peace Corps/Grenada

Peace Corps was invited to return to Grenada in January of 1984. (The first group of Volunteers began service in 1963 and the program was phased out in 1982.) The initial request from Grenada was for secondary teachers. The number of PCVs has gradually increased to a current contingent of 33.

In October of 1984, an office was opened in St. Georges and an Associate Director was appointed to administer the program in Grenada and Carriacou. Mary Silewski, APCD, is a RPCV from Belize. Peace Corps/Grenada is part of the Peace Corps program for the entire English speaking Caribbean. The regional office is located in Barbados with Jim Sanford currently serving as Acting Director with satellite offices located in Antigua, St. Vincent, Dominica and St. Christopher.

After the initial request for teachers, calls for Volunteers in the areas of agriculture, health and

small business development quickly followed. The Grenada Volunteers range in age from 24 to 71 and have a wide variety of educational and work-related experience.

Those currently serving with education as their primary projects include: Geoffrey Land, Gordon De Spain, Susan Poteate, Mary Vance, Sigre Norman, Ann Gillidette, Gertrude Douglas, Craig Payne, Karen Rourk, Mark Muller, Michael Neis, John Craig, John Simpson, Bruce McFarling, Christopher Oates, Pamela Horosco and Helen Fentress.

The request for education Volunteers was made because of the local teacher shortage. Peace Corps and the Government of Grenada have now decided to move into the area of teacher training and PCVs will be placed at Grenada Teachers' College this fall.

The health program today consists of five nurses who primarily work at

St. Georges Hospital assisting local nurses and helping to train nursing students. Future plans call for community health workers and public health nurses. Peace Corps nurses include: Frances Porter, Joanne Adams, Ellen Kargl, Nina Longly and Ida "Sam" Houston.

Serving in small business development are John Toasperm, Suzette Horspool and Bernice Simpson. An expansion of this program is forecast.

Agriculture, one of Peace Corps foremost programs worldwide, is becoming increasingly important in Grenada. Those volunteers serving in this program are: Leo Nickol, Matthew Lavington, Cynthia Dunn, Jim West, Bruce Johnson, Lee Adams, David Walton and Sharon Clancy.

The above photo was taken during President Reagan's visit to Grenada on February 20.

ICE ALMANAC

From the Field

Coconut-Oil Fuel/Micronesia

*The following article is adapted from a report entitled, **Comparison Tests of Crude Coconut Oil Versus Diesel Oil in diesel Type Engines** based on tests performed at Pohnpei Agricultural and Trade School (PATS), Pohnpei, Caroline Islands, Federated States of Micronesia (FSM). The tests were conducted under the coordination of PCV John Girdley. (A vocational teacher/machine shop instructor, Girdley served as a PCV in Malaysia prior to his assignment in Micronesia. PCV Girdley has just completed 7½ years of service in Micronesia and has begun a new assignment in Peace Corps/Sri Lanka.) The tests were performed with the assistance of staff and students at PATS, under contract to Micronesia. The FSM Government has kindly given permission to Peace Corps to reprint the findings of the tests.*

Any PCVs or staff wishing to acquire a complete copy of the report please contact the ICE office.

In recent years, Pacific magazines have carried stories of diesel engines, trucks, and generators operating on crude coconut oil. As far back as the Second World War, coconut oil was used in the Philippines, especially in barrios for light. There seems to be no doubt that coconut oil can be used as a fuel in diesel type engines.

This study aims at a more systematic investigation and comparison of the two fuels in their performance and their overall effect on the engines they power. This should provide more information for interested nations in the Pacific Basin.

The test is of extreme value to the Federated States of Micronesia. For example, outlying islands of the State of Ponape (Ngatik, Pingelap, Nukuoro, Kapingmarangi, Mokil) are hundreds of ocean miles from Ponape State Capital. The only contact with the Capital, especially in emergencies, is by radio using small diesel generators. Since delivery of diesel fuel is both expensive and ir-

regular, this study hopes to show that locally produced coconut oil can be used without detriment to equipment, and at a reasonable cost.

Project Description And Justification

The purpose of this project was to determine the ability of small diesel engines to be operated on coconut oil. One engine was operated on unrefined coconut oil purchased from Ponape Coconut Products of Madolenihmw. The second engine was operated on light marine diesel fuel purchased from Mobile Oil. Both engines were operated under identical conditions and at the same time. The only difference in their operation (aside from minor adjustments to the coconut oil engine) was in the fuel used.

Equipment in Project

Two model TS-50 horizontal Yanmar Diesel Engine Company (Japan) units with 5 horsepower ratings were purchased for this project. Each was run under identical schedules and settings. Daily Comparison Logs were kept on their performances.

The engines were each run for a total of 1008 hours either under free-load or simulated work-load conditions. One cursory dismantling and inspection and two complete dismantlings and inspections were made.

Expected Economic Impact

At the present time, outer island communities are handicapped in their attempts to fully participate in the First Federated States of Micronesia Five-Year Development Program. In large measure this is due to the high cost of imported petroleum fuels on which outer island communities now depend to fuel the

engine-generators that produce their electricity. The major economic drawback of this system is the outflow of scarce capital to pay for the imported fuel.

This project is the first step in an effort to ultimately make the outer islands economically independent with respect to energy resource utilization. When completed, the project will allow outer island communities to operate small diesel engine-generators on unrefined coconut oil. Although actual costs of generating electricity with this fuel will probably not decline, and in some cases may actually rise, the outer island community utilizing coconut-oil fuel will see an overall improvement in its economic condition. Dependence on imported petroleum will decrease, and the creation of a new, secure market for copra-derived coconut oil will enhance economic independence.

Summary of Results of First 100 Hours

After the first one hundred hours of operation, the engines were partially dismantled and inspected to determine the effects of the operation.

Diesel engine shows no signs of abnormal wear or need for extra maintenance procedures of any kind.

Coconut engine shows no signs of abnormal wear, but it does require extra maintenance procedures involving an additional 30 to 40 minutes for each week or each 40 hours of operation. Necessary maintenance includes:

1. removing and washing fuel filter after each 40 hours (10 minutes)
2. removing, inspecting and cleaning injector after each 100 hours (30 minutes).

(Continued on page 14)

Coconut engine runs much smoother. An early estimate of this is 25 percent less engine vibration.

Coconut engine develops .1 to .2 more horsepower than diesel engine. This may be due to a slower rate of burn during combustion process.

Coconut engine is 2 percent to 4 percent more thermal efficient than diesel. On extremely dry, hot days, the efficiency of the coconut engine was as high as 33 percent.

Coconut engine runs 3°F to 9°F cooler water temperature and 10°F to 20°F cooler exhaust temperature.

Coconut engine produces .1 percent more carbon monoxide. A recommendation is made for adequate ventilation when engine is running. Though .1 percent seems small, this is a considerable amount of CO (carbon monoxide).

Coconut engine consumes 5 percent to 10 percent less fuel by volume than diesel.

Coconut fuel when first received from the factory was checked for acidity and the result was .8 percent. After 30 days storage, and near the end of our 100-hour schedule, same fuel was checked again. The result was 1.4 percent or almost double. At first this was suspected as the cause of our problem mentioned earlier (raw fuel exuding from the muffler). This suspicion was eliminated when we discovered the real cause. Extra acidity in the fuel could be stopped by the addition of an anti-oxidant such as:

Trade Name—Ionol C.P.

Chemical Name—Butylated Hydroxytoluene

Common Name—BHT

A decision was made not to add this anti-oxidant, in order to keep the experiment running on crude oil, with no additives.

Cylinder head, crankcase cover and connecting rod caps were removed from each engine and a cursory inspection made.

No signs of abnormal wear were apparent on either engine. Because of the problem on the coconut engine, a slight amount of carbon film could be seen on top of the piston and around valve seats and faces. This was easily removed by washing. A strong recommendation is made for thorough filtering of fuel in any future experiments. An extended run without correcting this problem

would have resulted in hard carbon deposits.

Preliminary Recommendations

Make no changes in the basic schedule, but insist on application of the extra maintenance details mentioned earlier.

Purchase a third engine to run on a staggered schedule of both fuels and to experiment with fuel mixtures and additives.

Research should be made on practices used in remote areas for hand extraction of coconut oil by boiling, as is common in Micronesia. Samples of this oil should be obtained and, in a new or extended series of tests, compared to the crude coconut oil we were using. On the outer islands of Micronesia, only this primitively extracted coconut oil will be available.

Assuming that this experiment will be successful, exploration of various means of continuing this type of operation in rural areas should be made.

The engines were reassembled and operated for another 200 hours, again under identical conditions except for the fuel used. At the end of this period, approximately three months, the engines were again dismantled and inspected to ascertain the effects of operating with each type of fuel.

Summary of Results, Second Stage of Experiment

After the engines were reassembled following the first 100-hour run, some new procedures were introduced.

Coconut fuel was filtered twice, once when it was taken from storage, and again when it was put into the fuel tank. This was accomplished by using clean cloths as filters. This added no extra time to servicing the engine.

Fuel filter and sediment bowl were removed from the engine once each week, cleansed and washed. This took about ten minutes. To shorten this time factor, extra filters were purchased. When the filter was removed, it was put into a container of diesel oil and soaked until the next weekly change. This worked very well and was easier on the filter.

Daily performance logs kept on each engine showed no appreciable change from the original 100-hour test until the 49th run. At this time, a total of 348 hours had been logged on each engine. A slight increase in fuel consumption was noticed on the coconut engine. This gradually increased until the 54th run. At this time, a small amount of raw fuel was seen exuding from the muffler on the coconut engine.

Engines were run an additional 32 hours after that, with several tests being made. Air filters on both engines were dirty. A decision was made to clean each air filter every two hundred hours. It was also noticed that when the engines were run at varied RPMs, the fuel exudation stopped. This would be the norm under actual work-load conditions and is viewed as creating no problem at this time.

Results of second Dismantling of Engines

Cylinder heads, injectors, valve assemblies, fuel pumps, oil covers, connecting rod caps and bearings were removed and inspected. It was decided not to remove pistons and compression rings since they could be seen clearly and inspected without removal.

Both engines showed no signs of abnormal wear. Each had a small amount of carbon around the valve ports and piston heads. This was easily removed by washing and is considered normal.

Nothing else unusual was noticed on the diesel engine.

ICE Almanac

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From the Field
PCV John Girdley, Micronesia

Feature
Nadine Leisz, Forestry Sector

On the coconut engine, it was noticed that there were several places near the connections where small particles of vegetable matter adhered. Also, around the orifices on the injector, a build up of light carbon had started. Methods of correcting these two problems are discussed in the following "Recommendations".

Recommendations

Both fuel injectors were tested on our injector tester, using both fuels. Both formed a perfect mist at 1,800 PSI. However, the one using coconut fuel showed a small "weeping" effect around the bottom orifices. At 2,000 PSI this "weeping" stopped. Both injectors were set at 2,000 PSI and reinstalled on the engines.

A decision was made that the coconut engine would now be run on refined coconut oil for the next 100 hours. This was to pinpoint the problem of build up on the injector nozzle. Since refined oil has less water content, this would determine whether the cause was the water content of the coconut oil or vegetable matter. During this time, a better, simpler way of filtering the fuel would be devised.

Being considered as tests before this project was completed were two very simple changes on the engines. Both now have vertical mufflers. The same muffler could be converted to a horizontal muffler, thus giving exhaust gases a less restricted flow. This might result in less carbon around the valve ports, something beneficial to both engines.

Another test being considered is to reroute the fuel line on the coconut engine. A line would be looped around the muffler and insulated which would result in the fuel being pre-heated to about 200°F just prior to entry into the injector. This would result in a ten-fold decrease in the viscosity of the fuel and should eliminate the buildup around the injector nozzle. This is a very simple, inexpensive process. If successful, a drawing will be included in the next report.

After reassembly, the engines were operated for another 400 hours. At the end of that period, they were again dismantled and inspected to determine the effects of operation using unrefined coconut

oil and diesel fuel.

Summary of Results, Third Stage of Experiment

After the engines were reassembled, a decision was made to fuel the coconut engine on refined coconut oil. This was to pinpoint the problem of build-up on the injector. A better system of filtering was devised while keeping it as rudimentary as possible. Several layers of cotton cloth (such as old undershirts) were used and fuel was filtered twice, once when removing from the storage tank and again when filling the fuel tank on the engine. No extra precautions were taken with diesel fuel.

During the 100-hour run on refined oil, initial filtering of fuel removed particles of vegetable matter that were of a hard granular composition. The particles were more noticeable because they were of a brownish-black color. No laboratory analysis is available at this time, but it is apparent from our own laboratory that refined oil has a lower water content than crude oil.

No appreciable change was noticed in the daily logs during this run on refined coconut oil. Visual observation of the engines leads us to believe that the performance is better on crude oil. It can be stated that the higher water content in crude oil presents no problem and may even be beneficial.

At the end of run number 72, the coconut engine was switched back to crude oil and the experiment continued.

Engines ran efficiently for another 160 hours. At this point, the fuel consumption on the coconut engine showed an increase. After 40 hours a slow increase in engine exhaust temperature was noticed. These temperatures never reached a critical stage.

Later, during the dismantling of the engines, it was determined that these two phenomena were caused by higher exhaust temperature. This was due to muffler blockage from the first stage of the experiment with a gradual increase from subsequent second stage runs. This was eliminated by washing the muffler several times in gasoline. Higher engine temperatures were also due to this muffler blockage.

Both engines were completely disassembled after 760 hours. Two representatives of the FSM witnessed the inspection of parts. Microscopic examination of all vital parts was made and pictures taken of these results.

All parts of the diesel engine showed signs of normal wear. *It can be positively stated that coconut oil is easier on the engine than diesel fuel.* Only one observation was made that might present a problem after long usage of coconut oil. Build-up at the top of the cylinder wall where the ridge usually forms was noticeably larger. However, this build-up was soft and was easily wiped off to show clean metal. If an engine were run on diesel fuel occasionally, this deposit would probably burn away.

Parts of the engine were inspected with a 5-10-20-power magnifying glass. The coconut engine showed much less sign of wear on the bearing surfaces of the crankshaft. Normal signs of rotary motion were visible to the naked eye on the diesel engine. On the coconut engine crankshaft, no sign of wear was visible to the eye. The 5-power section of the magnifier had to be used before any marks were visible.

The final 300 hours of operation saw the engines placed under a workload. The engines were observed on a daily basis by PATS personnel during the time they were being used in the coconut plant. When the 1000-hour mark was reached, the engines were completely dismantled. Each part was inspected in detail, and when necessary, certain critical components were sent to a laboratory for a more in-depth analysis.

During the entire 1000 hours of operation, various tests and measurements were made. These included tests to determine engine RPMs, fuel consumption, operating temperatures and exhaust emission levels.

Summary of Results, Fourth Stage of Experiment

Engines were reassembled prior to the fourth stage of the experiments and daily runs were started again.

Both engines were performing as expected. The coconut engine was still producing slightly more torque

(Continued on page 24)

Feature

Forestry and Natural Resources: The

Severe social and economic problems, caused by increasing deforestation, are being experienced in most lesser-developed countries. Forest loss, lack of other appropriate vegetative cover and reduced soil and water are directly and adversely affecting the basic needs of all people. Short-term and long-term problems associated with the degradation of natural resources call for concerted actions. The tasks which lie ahead for the conservation community are those of programming, coordinating, training, teaching, leveraging resources and working with farmers, institutions, ministry officials and an array of private voluntary organizations (PVOs) and non-governmental organizations (NGOs).

Programs that fail to take local dependence on forests into account run the risk of being not only ineffective but counterproductive.
UN/FAO

Some of the more pressing problems everyone must address today are: rapid population growth, which makes maintenance of production needs on remaining land area difficult; political constraint, which may prevent or impede development 'trickle down' to most of the rural and urban poor; soil erosion which reduces the fertility and increases the loss of organic matter, thereby reducing crop yields; water loss and erosion, which results in flood damage to villages, rapid siltation of irrigation projects, and the increasing severity and frequency of drought; and the reduction or elimination of habitat for plant and animal species with consequent reduction of animal food sources, medicinal sources and genetic diversity.

Numerous strategies and actions are being applied on several fronts in an effort to reduce tropical deforestation. Some actions being taken are:

- the establishment of better institutional and infrastructural framework(s) to improve the needed planning, designing and managing of public forests. This also helps increase the number

of extension agents to assist farmers and the technical assistance for villagers. Actions of this nature must involve the rural and urban poor and may include the establishment of cooperatives, credit provisions, PL 480 food-for-work programs, and the support of other PVO and NGO on-going initiatives.

- the strengthening of developing countries' conservation institutions to increase forestry and natural resource programming. These institutions also affect the training of ministry officials, forest technicians, extension workers and local farmers who work in related natural resource projects. Training must be relevant and precisely tailored for the target audience(s).
- the establishment of program, management and protection strategies and plans to sustain or protect existing forests. Such strategies and plans will protect against indiscriminant slash and burn activities, illegal grazing, wildfires, wildlife destruction and genetic loss. Actions of this type may include the identification, establishment and management of national parks, preserves or public forests.
- the creation of incentives to encourage people not only to protect existing forests, but to establish and manage new village woodlots or nurseries. Such incentives may include: technical assistance to local farmers, villagers or cooperatives who desire to grow trees for fuelwood or construction poles; loans, food aid or other financial assistance such as the Peace Corps Partnership fund to assist in these efforts. Forestry extension work can demonstrate that there are efficient and economical means to produce fuelwood, building materials, food and fodder. These approaches (cottage and small-scale industries) are also income generating in nature.

In response to this challenge, Peace Corps now has approximately 525 Peace Corps Volunteers (PCVs) working together with host country



Pat Evans, PCV/Paraguay 1984 teaches school children to plant trees.

counterparts in forestry and allied natural resource projects in over 40 developing countries. This program area is one of the fastest growing in Peace Corps, and the demand for skilled Volunteers is increasing to meet the new field program requests.

Today's PCVs serve as facilitators to change, focusing on an integrated approach to community development. The outcomes are both short-term and long-term. Volunteers assist small farmers in planting trees which enrich their soil, thus increasing food-crop yields and fuelwood supplies. These trees supply construction poles and materials for cottage industries. Government officials, calling on the expertise of Volunteers, respond to diminishing natural resources by establishing, planning and managing national parks and wildlife refuges. Volunteers teach school children to plant and care for trees. These children gain an understanding of the total ecological system along the way. Volunteers manage seedling nursery operations, passing on not only technical skills but bookkeeping, inventory management and marketing skills to other parts of community life.

In the late 1970s and early 1980s, following the cancellation of the Smithsonian program, Peace Corps

Role Of A Sector

forestry projects focused on village forestry. These projects offered incentives to people at the community level to preserve and renew local forests. Projects included: helping villagers or cooperatives develop woodlots, helping farmers establish tree nurseries, windbreaks, and other small, soil and water improvement projects. The major focus of the program was to provide people with a supply of wood, fodder, etc., through village woodlot projects, thus lessening the need to destroy their natural resources. Also, by establishing and managing nurseries, woodlots and forests people would gain a greater understanding of the benefits derived from forestry and conservation.

As the basic needs of food, fuelwood and construction materials are being met, and with the understanding and acceptance of conservation, today's forestry program has broadened in scope. While continuing to address basic forestry needs, Peace Corps has expanded its project portfolio to include forestry extension, park planning and management, environmental education, agroforestry and wildlife management, and more. The expanded em-

"Peace Corps has intensified its focus on forestry and natural resource development." Loret Miller Ruppe

phasis requires extensionists who specialize in interpersonal communication which facilitates skill transfer to counterparts. The increasing number of requests for assistance in establishing national parks and preserves, and for the establishment of extensive environmental education and interpretation programs, points up this area of most rapid growth.

The Forestry and Natural Resources Sector in the Office of Training and Program Support was created in 1978 to support Volunteers serving in related programs. The Sector is staffed by George Mahaffey, Natural Resource Sector Specialist on detail to Peace Corps from the National Park Service, Ja-



Creating a nursery at an SST, 1985.

cob Fillion, Associate Sector Specialist, and Nadine Leisz, Administrative Assistant.

The Sector's main focus is to provide Peace Corps staff and PCVs, AID Mission staff, PVOs, NGOs and Host Country Nationals with ready access to sound programming and technical advice. Materials, project models, training techniques and models, and quality professional field support in natural resources are all tools available through the Sector. The key to successful Peace Corps' programs lies in the capability to support collaborative grassroots level forestry projects.

The Sector has developed several training models (PSTs, SSTs and ISTs). Pre-service training, designed to give the trainee a technical base in a variety of skill areas, has two models. The topics focused on in these models include agroforestry, nursery management, soil erosion, irrigation systems, fruit tree grafting and management, park planning, environmental interpretation, wildlife management and basic resource inventories. The training also enables the trainee to analyze community social systems, identify problems and help communities seek solutions as well as acquaint the trainees with women in development (WID) issues related to forestry.

The Stateside Training (SST) model is used in the United States for two to four groups of trainees bound for different countries with similar natural resource needs. The second Pre-service Training (PST) model hosts no more than two groups of trainees. It is conducted in either the country of service or a "third" country.

A second form of training is for Volunteers who have at least 14 months of service remaining. This In-service Training (IST) is usually designed to give specific technical information on one or two topics related to PCV projects. ISTs are conducted for both PCVs and their counterparts, strengthening their working relationship. Previous ISTs included training in agroforestry, national park management, environmental interpretation and wildlife management. Areas of consideration for future ISTs include, but are not limited to, arid land forestry, fruit tree propagation, nursery development, park planning and management, soil conservation and water harvesting.

ISTs are supported in a variety of ways. The Forestry and Natural Resources Sector uses people well renowned in their field as guest trainers and facilitators. These people

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Feature

Forestry And Food-For-Work

During the last 18 months the Forestry and Natural Resources Sector has been examining a new programming initiative. This involves an opportunity for collaboration between AID, the Peace Corps, host country governments and PVOs in community forestry projects supported by PL 480 Food-For-Work (FFW) programs. Adding forestry projects to those which are currently supported by Title II monies gives new direction to an existing program.

This initiative is the cornerstone of a pilot program which will touch all three Peace Corps regions. The initial phase will be conducted in Africa, Latin American and Asian countries who will benefit most directly from PL 480-supported forestry projects will become actively involved in this pilot program during the 3rd and 4th Quarters of FY '86.

"Data reveal that PL 480 programs may be responsible for more reforestation, in terms of trees actually planted and surviving, than of all AID's direct forestry funding worldwide." Dan Deely, AID/S&T/FNR

Based on the initial recommendations of the assessment phase completed last year, and the acquisition of funding, PL 480 community-level forestry programs are targeted for three to five African countries. Country assessment visits to Latin America and NANEAP are forthcoming in the 3rd and 4th Quarters of FY '86. Additional discussion and interaction among country and mission staff and PVOs is planned for the coming months.

An Africa-wide workshop will be held in September/October to work out details of collaborative interaction. Areas of organizational and procedural concern will be highlighted.

Additional activities planned for all three regions in support of this initiative in FY '86 and '87 include: in-country assessments, country-specific programming consultations, in-country workshops for

participating organizations, development of staff training models for program managers and development of pre- and in-service training models for PCVs and Counterparts.

The new PC/AID interest in PL 480 opportunities in forestry is an outgrowth of data gathered by AID's Office of Science and Technology, Forestry, Energy and Natural Resources. Commissioned under the joint AID and Peace Corps Forestry Resources Management Initiative (PC/AID PASA), an examination of program needs is underway. The first findings of this study were published by Peace Corps and AID. The document, *Community-Level Forestry Development: Options and Guidelines for Collaboration in PL 480 Programs*, suggests entirely new and modified approaches to both community forestry and food aid programming. This document is available through the Forestry and Natural Resource Sector, OTAPS.

In this program Peace Corps will provide direct technical support to projects. PCVs will assist with soil conservation projects, nursery development, tree planting activities and technical skill transference to project personnel and FFW laborers.

Volunteers can increase the impact of food aid and other project resources by strengthening short- and long-term project planning and management capability. PCVs will

also act as extension agents promoting agroforestry principles and private woodlot development to local farmers.

An appropriate role of the Peace Corps forester in ongoing FFW projects might be as follows:

- Provide direct technical support to project nurseries and tree planting operations on a regular basis.
- Develop standard work norms for each of the various nursery and tree planting FFW activities.
- Institute a process of forward planning for each activity to achieve optimal organization, sequence and timeliness of work tasks, required tools and other resources.
- Establish a management information system.
- Train work site supervisors and PVO/government field personnel in technical skill areas, as well as in data collection and record keeping.
- Introduce tree species to FFW nurseries which are appropriate for agroforestry purposes and private woodlot establishment.

Field representatives of PVOs, FAO/World Food Programme, AID and recipient governments agree that these contributions by PCVs would significantly increase the impact of existing FFW/forestry and soil conservation projects.



Agroforestry scheme with *Palma cana* in the Dominican Republic.

S.P.A. NETWORK

Agroforestry

While agroforestry is not a separate S.P.A. program area, the project activities often fall within the categories of food production, income generation and energy. These projects can greatly enhance a community's self-reliance by helping the group understand and plan for important issues of land use, soil conservation, increased food production and greater self-reliance through community organization. We hope those of you involved in community agroforestry projects, or considering such work, will find the information and resources in this edition to be helpful.

Future editions will focus on Water/Sanitation, Fisheries, and Agriculture. Let us know of any technical information, examples of projects or resources that you have discovered during your field work in these areas.

Recently, a great deal of discussion has focused on the question of the "appropriate" use of S.P.A. funds and the Role of the Volunteer. To help address this issue, a brochure on S.P.A. is being distributed. It covers the basic mechanics of the S.P.A. Program and discusses the community development aspects of the program. Additionally, training materials have been developed on "designing small projects" and the "use of external assistance". We would like to hear field experiences/opinions regarding the issue of using S.P.A. funds and ways you may be handling the topic in training.

Costa Rica S.P.A. Case Study

Many communities in Costa Rica are facing two critical issues—rapid deforestation and few sources of income generation. These two factors have given impetus to projects that promote community-level nurseries which both aid in reforestation efforts and provide needed income. One such project is the Perez Zeledon fruit-tree nursery project in western Costa Rica, which is partially supported by the S.P.A. program.

The Perez Zeledon Sheltered

Workshop for the Handicapped near San Isidro was interested in making productive use of its unused land. The Peace Corps Volunteer, Kirk Koepsel, assisted the Workshop in designing a small-scale fruit-tree nursery project. The proposed project offered increased food production as well as a means of training some of the center's members in nursery establishment and maintenance. A local needs assessment identified mango, avocado and several citrus fruit varieties as the most profitable crops. The Ministry of Agriculture helped provide technical assistance by providing extension workers to the project. These agents offered advice both before and after the purchase of seedlings, regarding soil preparation and marketing.

The budget drawn up by the Sheltered Workshop for the Handicapped and the PCV amounted to \$1660. This money was spent primarily for the tools required to prepare the soil and plant the seedlings. Some funds were used to construct a simple germinating room and the storeroom made of wood and chicken wire. The rest of the funds were used for the purchase of the plants and fertilizer. The Workshop donated the land and the necessary labor, administrative support, a hand pump, and transportation of all materials for the project.

The project has been well-received for a number of reasons. First, the farmers understand that a system of erosion control is necessary, given the vulnerable nature of the soil in their area. Because of the project, extension agents are able to demonstrate a cost-effective means of achieving this goal. Also, residents at the Workshop are now provided with a real opportunity to gain new skills and participate more fully within the community.

In the final project report submitted by the PCV, the following accomplishments were highlighted:

- 100 fruit trees, representing 18 varieties have been planted and are available for grafting;
- 10,000 seedlings are being planted (initially);
- 30,000 seedlings can be grown annually after the first year;

- the germination and storage rooms are in place;
- the nursery is being maintained by one instructor and five handicapped workers; and
- a local agency is beginning a series of community talks on the advantages of planting fruit trees.

This case study offers a number of insights into the successful use of S.P.A. financial assistance. Underused local resources formed the basis for the project. A great deal of collaboration took place between several local organizations, which increased the chances of project continuation after the PCV left the site. Training and environmental education were integrated into the project from the beginning. This provided the community group an opportunity to plan and organize a project from its inception through its implementation and evaluation. Finally, the project was designed to become economically self-sufficient after initial S.P.A. support.

Latest Events

If you are interested in more information on any of the following technical assistance programs, please contact the host country's staff directly.

Third Quarter FY86 (Proposed Activities)

1. Small Project Design and Management Workshop in Costa Rica, Haiti, Belize, Solomon Islands: Training for staff/PCVs who are involved in designing, implementing and evaluating small community-initiated projects. In addition, workshop covers questions of how to determine appropriateness of using external assistance.
2. Project Feasibility/Costa Rica: Workshop to promote project design and implementation based on economic and social feasibility considerations, including ideas for assessing markets and increasing organizational cohesion.
3. Well Rehabilitation/Mauritania: An IST Workshop on well site selection, rehabilitation criteria and techniques, budgeting and project proposal writing.

Country Spotlight: Costa Rica

The Peace Corps was invited to work in Costa Rica in 1963, making it one of PC's first Latin American hosts. Currently, about 200 PCVs are serving in the country. They are involved in a wide range of projects which focus on the needs of the rural population in food production and income generation. The S.P.A. Program has contributed much to these efforts.

To date, the Program has funded 43 projects throughout the country, allocating a total of \$78,732. These grants funded:

- 19 food production/income generation projects;
- 10 income-generating projects;
- 6 food production projects;
- 2 projects devoted to other activities.

These small projects have sought to provide concrete economic benefits for the local participants, within the bounds of the limited natural resources available. Therefore, environmental education and project self-sufficiency are integral parts of the overall efforts. Such concerns

are addressed whether establishing a fish hatchery, starting a forestry extension program at a high school, or setting up a rural nursery.

The Costa Rican Peace Corps staff is actively involved in the approval process for S.P.A. projects, helping to ensure that projects are well planned, feasible and meet community needs. Both the staff and Volunteers will receive In-Service Training in the months ahead to reinforce their project design, monitoring and evaluation skills.

In the future, income-generating S.P.A. projects will be assessed for their ability to help the social development of the entire community as well as for their ability to provide economic benefits. As elsewhere, Costa Rica sees major advantages of the S.P.A. system in the program's rapid response time, the level of review afforded to proposals, the emphasis on community involvement, and the importance placed on intermediate and long-term planning.

(Continued from page 17)

come from government agencies, PVOs and professional societies. Funding for ISTs comes through inter-agency agreements and collaborative efforts. Peace Corps is able to use these resources at little or no cost. The Sector is also often able to assist a country with the portion of funding the country is unable to cover.

The Peace Corps and the Agency for International Development (AID) Forestry Participating Agency Service Agreement (PASA) directly provides Peace Corps with additional training and programming dollars as well as material-support dollars to support Peace Corps staff, PCVs and HCNs working in natural resource projects. Staff and PCVs alike have found that with minimal technical and material support this collaboration helps them achieve better results.

In addition to the PC/AID PASA,

other collaboration has significantly increased in the past six years. Many resources are now available outside Peace Corps to assist in PC projects. These resources may be obtained through government agencies, PVOs, NGOs and a host of academic institutions serving the natural resource community. Benefits derived through collaboration take many forms such as trainers, programmers, written documents, equipment, cash or in-kind donations.

Collaboration with PVOs has been comparable to similar efforts with AID Mission staff. Most collaboration between Peace Corps and PVOs has been initiated and developed in the field. Organizations such as CARE, World Wildlife Fund, Catholic Relief Services and Lutheran World Relief request PCV placement in their project sites. Such joint efforts have enhanced the common goal of protecting and conserving

the world's renewable natural resources.

As a result of collaborating with many entities Peace Corps' Forestry and Natural resources Sector had developed integrated forestry and agriculture projects as well as training materials. For example, forestry is one of three components in the African Food Systems Initiative (AFSI) which will send its first group of Volunteers to Mali after an SST this spring. The foresters serving in this integrated program will be expected to function as part of a team with PCVs whose skills lie in other areas such as agriculture and water sanitation.

The newest programming initiative being implemented through the Sector is a major effort to develop a new and expanded capability within Peace Corps to combine Volunteers with food aid programs in appropriate ways. The Sector is also developing program models for close association with PVOs, HCNs, AID and NGOs.

Expanding program areas bring projects in park planning, wildlife management and environmental education. The need to conserve natural resources is spotlighted. Volunteers and ministry officials study ways to preserve habitat and effectively manage populations. U.S. government agencies facilitate assessments and encourage interaction with local people who will be most affected by environmental change.

The Forestry and Natural Resources Sector supports programs currently in place through its professional network. Responding to PCV requests for technical and material support is a primary function of the Sector Specialists. Assuring that new programs are fully backed by experienced natural resource personnel is a chief concern of the Specialists as expansion continues.

It is our hope that country staff and Volunteers contact the Sector whenever there is a need for support.

- Before their service, as they go through training.
- During service, when needs are great and resources seem few.
- Once service ends, with a desire to explore the network of professional natural resource organizations.

Desktop Laboratories

Peace Corps science teachers now have access to additional tools to assist them in teaching. One such tool is the *Misangyi Science Laboratory Kit* which the Misangyi family donated to the Peace Corps. This is a one-time donation and will not be included in the regular ICE inventory.

This general science kit will stimulate the interest of any basic science student in the British system, Forms 1 and 2, and the French system, *Ecole Secondaire*. The kit helps the student understand how and why things occur in nature by systematically presenting concepts involving the measurement of changes in matter and energy. Students read about a topic in the kit's manual, see it illustrated and finally set up, perform and observe an experiment.

The manual, which is included in the kit, presents 72 experiments in basic science, physics and chemistry. The kit comes in a sturdy plastic box about the size of the Peace Corps Volunteer medical kit. The kit also includes the tools and substances needed for the experiments. These items are versatile, such as a ruler with holes used as a measuring device as well as a lever. Many items are easily replaceable locally, such as string, candles and salt. Some experiments do require materials such as water and pencils which are not in the kit. None of the experiments require external electric current; all can be performed on any flat surface.

In order to maximize the kit's use, teachers should allow one kit for every one to two students. Also, it may be more efficient to separate items and use the boxes as bins for storing similar apparatus together. In any case, the six chemical substances in the kit should definitely be stored separately in a dry, locked place.

The manual included in the kit is but one resource that teachers may draw upon for science teaching ideas. The *Science Teacher's Handbook* (R-50) can also be used as a lab manual. It contains chapters on experiments, laboratory techniques, improving apparatus, and the care and use of tools. The chapters in this handbook on forming science clubs and organizing science fairs are also



Math/science teacher trainees test the science kit during an SST in 1985.

useful to any Volunteer interested in ideas for secondary projects.

The *New UNESCO Source Book for Science Teaching* (ED036) offers teachers and students a number of ideas for devising simple scientific activities, investigations and experiments in the physical, biological, earth and space sciences. The book's many illustrations and appendices add to its unique usefulness. Its companion volume, the *UNESCO Handbook for Science Teachers* (ED039) provides science teachers with the philosophical background and practical applications of science teaching. It includes chapters on the design of the learning environment and equipment, and on safety in the teaching of science. This handbook is an excellent tool for the teaching of science teachers.

In addition to these resources, ICE distributes the following math and science teacher's professional journals on a limited basis:

- *American Biology Teacher*. National Association of Biology Teachers.
 - *Journal of Chemical Education*. American Chemical Society.
 - *Mathematics Teacher*. National Council of Teachers of Mathematics.
 - *The Physics Teacher*. American Association of Physics Teachers.
- These journals should assist teachers in their current work and keep them abreast of changes in their field.

Resources from USIA

Peace Corps' second goal is to promote a better understanding of the United States in host countries. USIA (the cultural voice of America overseas) produces materials in various media which help meet this goal. The Agency distributes these books and audiovisuals at minimal cost through the United States Information Service (USIS) overseas. These materials are of great use to teachers of English as a foreign language (TEFL) and other Volunteers interested in teaching English either in a formal classroom or in a non-formal situation.

The materials listed in the *USIA Publications List* augment English-teaching text books with fiction and non-fiction at various reading levels. The *Ladder Series* sets a pace for language learners by using adapted versions of some of the most important American works. Other series focus on oral or writing skills. In addition to these, USIA also produces teacher training materials and several titles on teaching English for special purposes (ESP) such as English for academic and scientific purposes.

Videos, cassette tapes, posters, and photographs supplement many of the print materials. Among the video series available is *Videoscope* (Continued on page 24)

Sector Updates

AGRICULTURE

Guidelines for Integrated Control of Maize Pests, Dale G. Bottrell, FAO. 1979 (UNIPUB, P.O. Box 1222, Ann Arbor, MI 48106) 91 pp. \$14.50.

Integrated pest control is a multi-dimensional approach to reducing damage caused by pests using biological, genetic, cultural, physical and chemical techniques. Promises to reduce damage at lowest cost on a continuing basis. Discusses the rationale for using this system with maize. Covers types of pests, describes steps for introducing the system, goes over methods of monitoring and forecasting pest populations and discusses training needs of crop specialists. Focus is on pest problems in preharvest stage. Balanced treatment of weeds, diseases and insects.

Available free through ICE to all PCVs and staff working in maize improvement projects.

Field Problems in Cassava, by J.C. Lozano, et al. 1981 (Centro Internacional de Agricultura Tropical, Apartado Aereo 6713, Cali, Colombia) 192 pp. \$7.00.

Describes how to recognize some diseases and pests that attack cassava. Gives symptoms of common nutritional deficiencies and herbicide damage. Assumes that early identification of these symptoms is particularly important with cassava because it is a long-cycle crop and the roots are the most valuable commercial product. Proposes solutions for each problem identified. Single problem per page makes the guide easy to use.

Available free through ICE to all PCVs and staff working in cassava improvement projects.

Field Problems of Beans in Latin America, by Howard F. Schwartz et al. 1978 (Centro Internacional de Agricultura Tropical, Apartado Aereo 6713, Cali, Colombia) 136 pp. \$8.50.

Intended to help scientists, technicians, extension agents and farmers identify problems that impede bean production and to develop controls to increase that production. Written with the assumption that average yield of bean fields is well below potential yield and that problems are caused by disease and poor soil, both of which are controllable. Identifies various common plant diseases, insect pests and nutrient problems; proposes solutions for each one. Includes an index of scientific names for plant pathogens and insect pests.

Available free through ICE to all PCVs and staff working in related projects.

APPROPRIATE TECHNOLOGY

Lab Tests of Fired Clay and Metal One-Pot Chimneyless Stoves, by Issoufou Ouedraogo, George Yameogo, Sam Baldwin. 1983 (Volunteers in Technical Assistance, 80 S. Early St., Alexandria, VA 22304) 37 pp.

A technical description covering different aspects of lab tests. Includes stove design, test methodology, procedures for calculating the percent of heat utilized, error analysis, and test results. Includes an analysis of test results. Attempts to get initial research into the field quickly.

Available free through ICE to all PCVs and staff working in related projects.

Improved Wood Stoves: Users' Needs and Expectations in Upper Volta, a report from Volunteers in Technical Assistance (VITA 80 S. Early St., Alexandria, VA 22304) 76 pp. \$8.25.

Identifies ways in which women can contribute to the increased use of efficient wood-burning stoves. Begins with the methodology of the study and goes on to describe the cooking practices of the region, the stoves most commonly used, the fuel re-

quirements of these stoves and the kinds of improvements women are most likely to accept. Includes conclusions, recommendations and the questionnaire used in the study.

Available free through ICE to all PCVs and staff working in related projects.

CONSTRUCTION/ HOUSING

Socio-Economic and Environmental Impacts of Low Volume Rural Roads: A Review of the Literature, by Devres, Inc. 1980 (Bureau for Program and Policy Coordination, U.S. Agency for International Development) 173 pp.

Surveys the available literature on the subject, identifies major unanswered questions and raises issues regarding the construction of rural roads. Paper is exploratory, intended to spark discussion.

Available free through ICE to all PCVs and staff working in related projects.

ENERGY

Environmentally Sound Small-Scale Energy Projects: Guidelines for Planning, by Elizabeth Ann Bassan. 1985 (Vita, 80 S. Early Street, Alexandria, VA 22304) 138 pp. \$7.95

Intended to help development workers and others increase their awareness of crucial environmental factors that effect small-scale energy projects. Defines environment as physical, socio-economic and cultural surroundings. Provides an introduction to ecological concepts, a guide to planning, guidelines for informed decision-making along with background information and a look at alternative solutions. Contains charts and illustrations.

Available free through ICE to all PCVs and staff working in related projects.

FISHERIES

Small-Scale Processing of Fish, prepared under the joint auspices of the International Labour Office, the Food and Agriculture Organization and the United Nations Environment Programme. 1982 (International Labour Office, CH-1211 Geneva 22, Switzerland) 118 pp. \$6.79.

Written for small-scale fish processors, trainers and extension officers, project evaluators and technical cooperation experts. Covers fish salting, drying, fermenting, smoking and boiling. Includes a framework for estimating production costs and an analysis of the environmental impact of fish processing.

Available free through ICE to all PCVs and staff working in related projects.

Fish Handling Preservation and Processing in the Tropics: Part 2, compiled by I.J. Clucas. 1982 (Tropical Institute, 56/62 Gray's Inn Road, London WC 1X 8LU England) 143 pp. \$6.30.

A set of 52 lectures serving as the technical basis for an 8-week course in the various aspects of fish handling. Suitable for middle-management level in government and industry. Covers traditional processes such as drying and smoking, as well as more advanced processes such as canning. Includes quality assessment, microbiology of spoilage, public health microbiology, landing and retail facilities, extension services and training.

Available free through ICE to all PCVs and staff working in related projects.

HEALTH

Primary Health Care Issues: Using Radio, by William O. Sweeney. 1982 (American Public Health Association, 1015 Fifteenth Street, N.W., Washington, D.C. 20015) 53 pp. \$1.00.

Designed to help health care professionals who are implementing proj-

ects with a media component determine whether and how to use radio in their programs. Focuses on factual information gleaned from related projects. Covers the features of radio that make it suitable for use in primary health care. Includes a guide to developing radio projects.

Available free through ICE to all PCVs and staff working in related projects.

Primary Health Care Issues: Community Participation, by Patricia A. Martin. 1983 (American Public Health Association, 1015 Fifteenth Street, N.W., Washington, D.C. 20015) 71 pp. \$1.00.

Written to clarify how community participation can help primary health care programs in developing countries achieve their goals. Highlights important issues, gives strategies for developing participation, shows different ways communities participate, and makes conclusions about what works, what fails and why. Attempts to help sort out when community participation is appropriate, what kinds are helpful for what projects and how to encourage such participation.

Available free through ICE to all PCVs and staff working in related projects.

Primary Health Care Issues: Community Financing, by Wayne Stinson. 1982 (American Public Health Association, 1015 Fifteenth Street, N.W., Washington, D.C. 20015) 90 pp. \$1.00.

One in a series of reports directed at health care professionals who plan and implement programs around the world. This report concerns resource mobilization, emphasizing community participation. Describes ways users of public health services have helped defray costs and how these contributions fit into overall primary health care financing. Discusses methods of community financing as well as evaluating the alternatives and the potential and limitations of the process.

Available free through ICE to all Health PCVs.

S.E.D.

Tanning of Hides and Skins, prepared under the joint auspices of the International Labour Office and the United Nations Industrial Development Organization. 1981 (ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland) 225 pp.

Contains fairly detailed technical information about the various technologies used in the tanning process. Includes a list of equipment suppliers in both developing and developed countries. Provides a methodological framework for evaluating alternative technologies and information on their socio-economic impact. Generously illustrated with diagrams and charts.

Available free through ICE to all PCVs and staff working in related projects.

Patternless Fashions, by Diehl Lewis and May Loh. 1981 (Acropolis Books, Ltd., Colortone Building, 2400 17th Street, N.W., Washington, D.C. 20009) 278 pp.

Detailed step-by-step instructions for making clothes without using paper patterns. Explains how to take body measurements, sew garments for men, women and children and work with new or recently-developed synthetic fabrics. Illustrated with detailed diagrams. Includes an appendix for the sewing basics and one for mending clothes.

Available free through ICE to all PCVs and staff working in related projects.

SPECIAL EDUCATION

Low Cost Aids, by Don Caston. 1982 (ICE Reprint) 54 pp. Free.

Discusses equipment that helps a physically disabled child function. Presents designs that have been used extensively in India and Africa. Assumes that aids must be cheap, resemble ordinary household furniture as closely as possible and have a

(Continued on page 24)

(Continued from page 23)

variety of uses. Consists of drawings that show how to construct aids. No measurements are given as each child has to be individually measured. Includes hints on how to build aids and how to make them more comfortable.

Available free through ICE to all PCVs and staff working in related projects.

A Cry for Health: Poverty and Disability in the Third World, edited by Oliver Shirley. 1983 (The Third World Group for Disabled People, 16 Bath Street, Frome, Somerset BA11 1DN England) 96 pp. \$3.50.

(Continued from page 15)

and horsepower than the diesel engine. However, as the engines increased hours of service, fuel consumption on the coconut engine had become almost equal to the diesel engine. In the first stages of the experiments, there was a marked difference in the quantity of fuel consumed. There is now less of a difference.

Engine temperature became more equalized. This change in temperature on the coconut engine was caused by a partial blockage inside the muffler.

The muffler on the coconut engine was removed after Run #118 and cut into at the original weld seam. All vent perforations showed either partial or complete blockage. Holes were easily cleaned with gasoline and wooden punches. The muffler was reassembled and the engine returned to normal operating temperatures.

This problem was caused by impurities in the fuel. Very close attention must be paid to adequate fuel filtering on any future runs. Two other ways of correcting this are with an installation of a horizontal muffler (discussed previously) or by fuel additives.

Both engines performed efficiently until the 131st run when a total of 1008 hours were logged on each. They have now been cleaned and oiled for a shutdown period while other plans for use or experimentation are made.

GIVE!

The ICE staff works hard to provide you with the most relevant, up-to-date technical information for your projects. Not surprisingly, the most useful materials we distribute are those which have been developed over the years by Volunteers like you working in agriculture, education, forestry and a host of other areas.

We depend on contributions from PCVs and staff in the field to build our collection of appropriate technical materials. Volunteers' contributions are frequently published as how-to manuals. They often appear as articles in the ICE Almanac. And they make up the bulk of reports, designs, lesson plans and other documents in the ICE Resource Center.

We are vitally interested in the results of your work. Take time to write up your fisheries project or your design for a better appropriate technology mousetrap and send it to ICE. Your fellow PCVs around the world will thank you for it!

Cautions For Further Tests

Adequate filtering processes of fuel must be strictly observed. During this 1000-hour test, several problems were caused by impurities in the fuel:

- fuel filter blockage;
- coking or build up on injector nozzle;
- gradual build up of soot in muffler;
- slight exudation of raw fuel in exhaust.

These problems were partially solved by our rudimentary filtering system, but for longer runs a more efficient filtering system should be devised.

Daily maintenance procedures must be strictly adhered to. This includes keeping all external parts of the engine clean. Our static experiment with various materials submerged or partially submerged in coconut oil showed that some corro-

sion will start on several materials if this cleanliness is not observed. Tests and the daily log also showed that signs of all problems which might develop can be spotted early and corrected before they affect the normal operation of the engines.

The operator or maintenance person who will supervise any runs of the engines in the future should have prior knowledge and experience of engines run on coconut fuel.

Since the Yanmar TS-50 engine seems ideally suited for this experiment, other types of engines should be carefully tested before extended use. *The Yanmar TS-50 is a horizontal stroke engine. Results might be different on a vertical stroke engine.* The fuel tank on the Yanmar TS-50 is in a position which insures that fuel is actually pre-heated. This might not be true of other engines. Also, there is enough vibration to keep fuel thoroughly mixed if additives are used in this Yanmar model.

Results of this experiment show that a diesel type engine can be operated efficiently for long periods of time using coconut oil as fuel. More information will be needed to get a clear picture of the economic feasibility of this for long time operation. What data we do possess shows that there is a notable increase in cost when using crude coconut oil. This might be lessened by using crude coconut oil as it is primitively extracted on outer islands of Micronesia.

(Continued from page 21)

which focuses on science and technology topics. The poster sets and picture-talk collections can help develop oral and written skills as well as brighten a room.

Volunteers may contact their local USIS office for the availability of these and other materials.

USIA is also responsible for publishing the *English Teaching Forum: A Journal for the Teacher of English Outside the United States* which ICE distributes to TEFL Volunteers. This quarterly journal contains stimulating articles on teaching techniques and philosophies as well as a section on news and ideas from all over the world. *Forum* will keep the TEFL teacher aware of current topics in the world of teaching.

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PEACE CORPS TIMES



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Focus — Man

May-June 1986

Advice In Botswana Applies Everywhere

Recently we received a copy of an article from the *Gaborone Daily News* in Botswana reporting on the swearing-in of a new group of PCVs, which we would like to share with all Peace Corps Volunteers.

Volunteer's task is to reinforce—Kgomanyane

Gaborone: The task of Peace Corps Volunteers in Botswana is to reinforce what is already in progress, to generate and win the people's support for new ideas as well as assisting officers to translate any such new ideas or proposals into policies.

This was indicated by the Chief Education Officer for Secondary Schools Mr. G. Kgomanyane when he addressed a swearing-in ceremony for Peace Corps held at the Woodpecker Restaurant.

Mr. Kgomanyane advised the volunteers to eventually work themselves out of the jobs that they have been called upon to do here, adding that he was only making such a comment to those who are in Botswana to assist locals to do their jobs better and not to seek long term employment.

While developing countries are known to be racing against time in their efforts to develop, Mr. Kgomanyane said the volunteers would be surprised by the leisurely or pedestrian pace at which their counterparts go about their duties. He cautioned them that they might find themselves frustrated by inordinately slow administrative processes or what appear to be deliberate and necessary bureaucratic roadblocks.

The chief education officer said he wished to draw the attention of the Peace Corps to the need to temper all their hopes, idealism and naivete that they may be bringing along with a great measure of realism.

Mr. Kgomanyane expressed the Botswana government's gratitude for the invaluable and generous assistance given by the volunteers in Botswana. Mr. Kgomanyane said the symbolism behind the oath of dedication and commitment by the Volunteers inspire education authorities here with hope and confidence that those who freely took the oath are

From the Director

"There are no easy choices," is a phrase we often hear because it's so often true. And never was it more evident than when the panel met to select the Volunteers of the Year to represent all current Volunteers at our special 25th Anniversary Celebration in Washington, D.C., this September.

As you know, each country was invited to nominate a Volunteer for this honor. The nominees were:

NANEAP: Christine Rossi, Tunisia; John Girdley, Sri Lanka; Joni Unruh Fornelli, Seychelles and Karen Gerdes; The Philippines.

INTER-AMERICA: Kathleen McCullough, Ecuador; Maria Mojica, Paraguay; Vernon Kelley, Costa Rica; Kathryn Clark, Jamaica; Helen Fentress, Eastern Caribbean; Steve Singer, Dominican Republic and Dave and Kathy Sandhage, Belize.

AFRICA: Donald Beckley, Niger; John Lamoureux, Central African Republic; Peter Trenchard, Burundi; Mark Buccowich, Rwanda; Dennis Michael, Tanzania; Joseph Johnson, Burkina Faso; Barry Hicks, Cameroon; John Stephenson, Liberia; Scott Lamont, Sierra Leone and Martha and James Poell, The Gambia.

After a week of study, the panel had the very difficult task of choosing one Volunteer to represent each of the regions. Representing NANEAP will be **Karen Gerdes**, a health Volunteer in Bataan, The Philippines. **Maria Mojica**, a native of Puerto Rico, and special education Volunteer in Paraguay, will represent the Inter-America Region. And, **John Beckley**, an agriculture/appropriate technology Volunteer in Niger, was chosen to represent the Africa Region.

well meaning and unreservedly committed to their decisions and undertakings.

* *

Of the 30 Volunteers at the ceremony who ranged from 22 to 80 years of age, 28 are education Volunteers, one is assigned as a rural industrial officer and another is a technical officer for small business.

It gives me great pleasure to help honor these Volunteers because they are symbolic of all of you and the work you do. Thank you for that work for peace.



Loret Miller Ruppe

* * *

Editor's Note: On May 7, 1986, Loret Miller Ruppe celebrated her 5th year as Director of the Peace Corps. She continues to say, "I have the best job in Washington, I get to work for world peace, travel and everyone thanks me for the work of the Volunteers!"

Peace Corps Times

Peace Corps Director

Loret Miller Ruppe

Deputy Director

Edward Curran

Public Affairs Director

Hugh O'Neill

Peace Corps Times Editor

Dixie Dodd

The *Peace Corps Times* is published by the Peace Corps, Washington, D.C. 20526.

The views expressed in *Peace Corps Times* are those of the individual writers and do not necessarily represent the official position of the Peace Corps. The Director has determined publication of this periodical is necessary in the transaction of the public business. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget.

To the Times

Dear *Peace Corps Times*,

I'm doing some etnobotanical/nutritional research and I believe volunteers throughout Africa could be a great help to me.

I'm trying to get an idea of the range of a condiment made from fermented seeds. This condiment is available all over Burkina Faso where I served. It was the product of three days preparation of *Vitellaria paradoxa* (neré) or *Acacia macrostachya* seeds. In my arca, these seeds were fermented and formed into balls 2-10 cm in diameter. They had quite a strong odor.

Volunteers—Is this food found in your country, everywhere or just in some places? If so where? If it's not available, please tell me that too. What is its local name and in what language? What plant species is used in preparation? Is it used in cooking often, occasionally or rarely?

Thanks in advance to all who reply.

Janet K. Miller
429 S. Railroad Ave.
Tucson, AZ 85701

Dear *Peace Corps Times*,

I read enthusiastically your publication of Sept./Oct./Nov., 1985 and I found it so interesting that I decided to write to you.

First, let me introduce myself. I'm called Ngolomba-ea-yonga-Bomolo, an English teacher in secondary school. I'm 27 years old, I've been trained for three years by Peace Corps Volunteers to teach English in all levels (from 3rd to 6th form). I'm very pleased to be trained as are my friends.

In fact, we thank Peace Corps for sending one English trainer every year. In my opinion, it's best to send us one English trainer instead of English teachers. We congratulate all Volunteers for their sociability. They have good relationships with Zairian English teachers and other teachers. Our congratulations and thanks go to Garry Steel, the Associate Peace Corps Director, for his advice during his visits to our sub-region.

Most certainly, we see that there's great progress with this training system. In our training program, we have a meeting every Monday.

There we discuss methodology of teaching English ... vocabulary, grammar and others. What a good idea Peace Corps had!

Moreover, we were delighted when we received "English Teaching Forum" from Peace Corps. Again, we have two "syllabus," one for texts and another for grammar, written by PCVs in February of last year. How wonderful!

I think the only problem we have is the lack of materials, especially books. PCVs have some books, but they are written in a sophisticated English. For Commercial School, English correspondence is recommended, but it's a big problem to get correspondence books. Would you like to help us with some?

We think it's best to work out the same system of training with science courses. We have many difficulties and we don't have the qualified teachers and appropriate books.

Ngolomba-ea-yunga-Bomolo
% Hsifo-Bokoka
Lycee Lontsing'Esengo
B.P. 15
BASANKUSU
R/Equateur
Republic du Zaire

To our Zairian friend,

Thank you for your very nice letter. You have many of the same problems several of the schools in Africa have, the lack of books. We have referred your letter to the Zaire desk and to the education specialists. Perhaps they will have some solutions to your problems.

We do appreciate your taking the time to write and tell us about the successes of Peace Corps Volunteers in your country.

A Silent Mission

A moment to pay tribute
to the silent mission
as it embraces a twenty-fifth commemoration.
It has tasted the frustration of failure,
seen the squalor of poverty,
smelt the listlessness of earth,
touched the tears of hunger,
and heard the voices echoing
of a less developed world.

A moment to acknowledge
the silent march of the soldiers.
Seen from the Himalayan mountains
through the Caribbean seas
to the Sahara sands,
voluntarily dedicated
to helping sow and irrigate the lands.
They've nursed the ill, schooled the starved,
educated and been educated,
advised and been advised.
Throughout, deserving,
yet not desiring praise or reward.

Take a moment to remember
The Peace Corps.
A silent mission
with a universal vision.

By Julia Perkins
PCV, St. Kitts
West Indies

Focus—Mali

Mali ... the word conjures up images of ancient caravans traveling across the Sahara to magical cities; images that were reality nearly a thousand years ago, but no more. Gone are the caravans which moved between the salt mines of Taoudenni to the great city of Tombouctou. Life in Mali today is not tied to the caravans and salt trade of the past but to the mighty River Niger which bisects the country west to east.

Mali is the cultural heir to the succession of ancient African empires—Ghana, Malinke and Sonhai—that occupied the West African savanna. These empires were well-organized political groups that brought security and prosperity to large regions. They based their strength upon control of Saharan trade and were in touch with Mediterranean and Near Eastern centers of civilization.

Malians take great pride in being descendents of these ancient kingdoms. (The word Mali means "where the king resides.") The Ghana Empire, dominated by the Soninke people and centered in the area along the Malian-Mauritanian frontier was a powerful trading state from A.D. 700 to 1075. The Malinke Kingdom of Mali, the Republic's namesake, had its origins on the upper Niger River in the 11th century. Expanding rapidly in the 13th century under the leadership of Soundiata Keita, it reached its height about 1325, when it conquered Tombouctou and Gao. The Sonhai Empire expanded its power from its center in Gao during the period from 1465–1530. The kingdom was destroyed by a Moroccan invasion in 1591.

French military penetration of the Soudan, the French name for the

area, began around 1880. Mali was administered with other French colonial territories of the Federation of French West Africa. In 1858, Soudan became a member of the French Community and enjoyed complete internal autonomy.

In January of 1959, Soudan joined with Senegal to form the Mali Federation which became independent of the French. In September of that same year, Soudan proclaimed itself the independent Republic of Mali.

Mali Today

Life in Mali is inextricably tied to the River Niger. When the rains are generous and the waters run high, it soaks the paddies and fields along its banks and tributaries and becomes a



Susan Marks of Golden Valley, Minn., works in community development with the Centre de Formation des Animatrices Rural. Here she teaches a woman to build a wood-conserving, three-rock banco stove. (About one-third of all Mali Volunteers are involved in stove production.) They have made a strong construction material of clay, sand, termite soil, cow dung, straw and water. Marks hold a degree from Barnard College. (Mail photos by Carolyn Watson.)

Focus—Mali



Carrying water is a task Sally Sternal of Joliet, Ill., shares with the women of her compound in Sibila. Her assignment is community development and appropriate technology. She is a graduate of the University of Illinois, and a financial analyst for General Mills prior to Peace Corps.

rich feeding ground for fish. The Niger is also the prime transportation route, navigable from June to December by larger riverboats and by smaller craft throughout the year. The importance of the river was tragically demonstrated by the severe drought of the early 1970s when thousands died, livestock herds were decimated and fields dried up. Since that time, Malians have moved slowly toward recovery with the same indomitable spirit shown in centuries past.

A large majority of Malians live in the southern region along or below the Niger River. Most are small farmers. Only 10 per cent of Mali's people live in cities of more than 5,000.

Mali is a mosaic of ethnic groups. Each group generally has its own territory, occupation and language. The major group is the Bambara. The Fulani, Songhai, Tuareg and

Moors are nomadic herdsmen who migrate seasonally in the north, searching for water and grazing for their livestock in the sparsely settled area of the Sahara. The Bozo tribe make their living by fishing.

The capital city of Bamako straddles the Niger in the south central part of the country, once more emphasizing the importance of that life-giving artery.

Peace Corps/Mali

In comparison to Peace Corps' involvement around the world, Peace Corps/Mali is comparatively new. The first Volunteers arrived in Bamako in April of 1971 to help allay the hardship brought on by the drought. Twenty-five strong, they developed projects in poultry raising, vegetable production, water

management and agriculture.

Currently, there are 75 Volunteers working in Mali in areas such as water resource management, forestry and renewable energy, fuelwood conservation, community development and education and health. An extensive agriculture program will begin later this year.

Due to the severe deforestation problems and lack of fuelwood, Peace Corps' largest project in Mali is **improved woodstove production**. Twenty-three Volunteers work in this field. Built with local materials such as adobe, the use of improved 3-rock and metal stoves is being promoted throughout the country.

In an effort to stem the problem of desertification and to replenish the fuelwood supply, 12 **forestry**

(continued on page 6)



PCV Kristen Edgar is a math teacher at the Lycee de Segou. Here she explains parametric inequalities. Edgar is from Hubertus, Wisc., and received her degree in math from Carleton College.

About the country ...

Population: 7.8 million
Land Area: 468,873 square miles, about the size of Texas and California combined
Cities: Bamako (capital), Kayes, Segou, Mopti, Gao and the legendary Tombouctou
Languages: French (official) and Bambara
Religion: Islam 80%, Animist 19% and Christian 1%
Terrain: Savanna and desert
Borders: Mauritania, Algeria, Niger, Burkina Faso, Ivory Coast, Guinea and Senegal.

PCVs are working in the development of rural woodlots. Villagers are trained in managing these invaluable renewable energy sources.

Eighteen PCVs are at work in **water resource management** projects full time and many others work in this area as secondary projects. The goal of the water projects is to secure and improve existing sources of clean potable water in the rural areas as well as improving irrigation systems.

There are 16 Volunteers in the **education** area, seven teaching English and history at the normal university level. As the demand for English teachers has abated due to

the ever-growing number of Malian teachers, Peace Corps' education focus has shifted to math and science with nine PCVs in the program.

Peace Corps has five Volunteers working in **rural credit and fiscal management** programs. They teach and organize classes in basic management skills and help set up small businesses. Volunteers also advise the National Institute for the Blind and the Mali Association of the Physically Handicapped.

One PCV devotes her time to **rural health education** teaching oral rehydration therapy, disease prevention and hygiene.

Despite being among the neediest



Pamela Wessels of Hendersonville, Tenn., weighs a baby to monitor its growth at the Centre des Affaires Sociale in Sanankorba, as part of her secondary project. Wessels' primary assignment is in wood-conserving stove construction. She graduated from Connecticut College and holds a masters degree from the University of Iowa.

Despite being among the neediest countries in the world due to years and years of drought, Mali is generally thought to have sufficient under-exploited resources to make substantial improvements in the overall standard of living for its people. The Government of Mali hopes to achieve food self-sufficiency by the year 2000 and Peace Corps has designed its program to help meet that goal.

About the cover

In Dougabougou, these three PCVs participated in the water resource management training program. Here they set posts for a well to be sunk in front of the village mosque. They are: Mark Abeles (foreground, with beard), a graduate of Kalamazoo College; Mark Holter (turban and sunglasses) of Minneapolis and a graduate of the University of Minnesota; and Wade Harmon (foreground, with hat) of Avoca, Ark., who holds a degree from Northwestern University.



A graduate of Wake Forest University, William Gardiner works in community development in Dioro. Here he joins school children and their headmaster in the school gardens of the Ecole Fundamental. He will be building a library for this school.



Small business advisor Mark Huet discusses fabric quality with the manager of a shop in Segou. Huet of New Buffalo, Mich., graduated from Central Michigan University. He received two masters degrees from Ohio University, one in international affairs and the second in African studies.

Odi Long Retires the Second Time

Most people, after retiring from 20 or 30 years of a satisfying career, look forward to a life of rest, relaxation and possibly a little travel. Well, Odilion (Odi) Long is just not like most people.

In 1967, when Odi retired from AT & T, he headed for a life of little rest and relaxation but a lot of travel ... he joined the Peace Corps. In January, Odi completed 17 years of Peace Corps Volunteer service and returned home. In March, Odi celebrated his 84th birthday.

During his 17 years as a Peace Corps Volunteer, Odi served in the African nations of Gabon, Togo, Sierra Leone and Burkina Faso. Three years ago, Odi transferred to the Caribbean country of Haiti to help in the new program there.

Of his work in Haiti, Odi said, "In my area, we repaired and extended a water system and now 60 people can take showers in their houses instead of walking three or four kilometers to get enough water for a bucket bath. We built a school and a community center too. I've always been a builder, I have to keep work-



In the capital city of Bamako, Donald Lawder, college teacher at the Ecole Normal Superior, helps his students at the school library. The library was built by an earlier PCV. Lawder graduated from the Empire State University and received a masters in fine arts from Brooklyn College.

NVW Activities Huge Success

Hundreds of Returned Peace Corps Volunteers went back to school during National Volunteer Week, April 21-25. It was called the Back-To-School Initiative and returned Volunteers from Peace Corps countries all over the world went to schools in their communities to spread the word.

The program was organized and coordinated by Marilyn Charles and her staff from Peace Corps/Washington. More than 500 information packets were sent out, hundreds of phone calls were made and

ing. When you stop working, you get old."

Odi says he's had a complete overhaul since he finished his tour in Haiti. "I had surgery on my knee and that's doing nicely, got new glasses and dentures," he said. "I bought a recorder and some basic Spanish lesson tapes and I'm going to put an ad in the paper for a Spanish tutor."

Odi has his eye on Costa Rica, a place he intended to visit the first time he retired, back in 1967. So, in keeping up with Odi Peace Corps says, "Muchas gracias, Odi, for a job well done."

an announcement was placed in "Hotline." All totaled, 27 RPCV groups were involved.

From the Atlantic to the Pacific, groups of returned Volunteers eagerly donated their time and country expertise. They showed slides and artifacts, some wore their Peace Corps country national dress and all shared their experiences with the students.

Jo Carol Walton of Louisville reported an enthusiastic 95 percent "yes" when she asked her organization of RPCVs if they would volunteer to speak in the schools. Her favorite of the responses was this ... "Peace Corps experience is something I never tire of talking about ... I'll go to two schools!"

As a result of this awareness outreach program thousands of students know more about Peace Corps. It was so successful that similar events are being planned for the next four years, through 1990.

Your Volunteer experience doesn't end when you COS ... that's just the last of the first two Peace Corps goals. Goal three begins when you come home ... sharing, reminiscing and going Back-To-School.

A Colombia I Volunteer—Before, During and After

Tom Bentley, a 1956 architecture graduate of the University of Arizona, was working as an architect in Phoenix when Peace Corps came into being. He left what promised to be a successful and lucrative career to become one of the first Peace Corps Volunteers.

Except for time out to earn a masters degree and study for a doctorate, Bentley has spent most of his career in international work ... with CARE, refugee programs and Project Concern. This spring, 25 years after he became a Volunteer, he has come back to Peace Corps, this time as an Associate Director in Costa Rica.

The *Times* has asked Bentley to share some of his early memories of Peace Corps. The following is his account.

"The telegram was brief. It stated simply that I was invited to Peace Corps training for subsequent assignment in Colombia. It was signed, Shriver. It was a terse and official understatement given the significance of an invitation that would change my life.

"Some 90 young men responded to that invitation and became the first trainees to begin the long process of preparation for overseas service in the newly-formed Peace Corps. The year was 1961."

From Peace Corps' early records—Project

Description: To help Colombia develop economic and social stability in its rural areas, improve the health of its rural population, increase farm productivity and raise rural educational and living standards, Peace Corps Volunteers, as members of Community Development teams, will live and work in towns and villages in the countryside. Their teammates will be Colombians trained in Community Development work. They will assist Colombian technicians in the fields of health, agriculture and rural education. They will work under the supervision and guidance of CARE, Inc., a private voluntary agency and in cooperation with the Division of Community Action of the Government of Colombia.

Why this project is important to Colombia: Rural community development is a priority task in Colombia, where the civil disturbances which came to an end in 1958, left behind many destroyed villages and mass shifts of the population to already overcrowded cities. A stable and improved rural society is thus an urgent development target. President Albert Lleras Camargo has characterized Peace Corps' future contribution as "the finest way in which the United States could prove to the humble people of this and other lands that the primary purpose of its international aid program is to build a better life in all of the free world's villages and neighborhoods."

"On Sunday, June 25, 1961, we arrived at Rutgers University in New Brunswick, N.J., young, single, idealistic (and even naive) men from all parts of the country, eager to begin our great new adventure.



With his counterpart (left) Ever Macias and villager (right) Bentley inspects plans for a water system in the village of Caracoli.

"Because no one had ever trained a Peace Corps group before there were no models to follow. This was many years before the days of CREST or CAST and even before the establishment of the Peace Corps training camps in Puerto Rico.

"Our training process was based on a straightforward academic approach. The training approach included lectures, followed by exams, followed by more lectures. We began to wonder if we were indeed in Peace Corps training or if we had erroneously enrolled in another term of summer school. Two months later we had the answer. On August 25, 62 trainees successfully completed the training and were sworn in as the first Peace Corps Volunteers. However, we were not the first PCVs in the field.



Villagers in Caracoli put the finishing touches to the concrete well liners for use in the wells as part of the new water system plan.

"History records that the first Volunteers went to Ghana. Rumors circulated in our group that political considerations had been weighed and that a decision had been made "high up" to hold back the Colombia group after training. Others had a less byzantine reason to offer. We were not too bright and therefore we needed a few extra weeks to let our training percolate. After what seemed like an endless waiting period, the 62 Volunteers of the Colombia I group boarded an Avianca Constellation in New York for the long night flight to Bogota and the next stage of our great adventure.

"At 2:30 a.m., on Sept. 8, the plane landed at Bogota's mile-high airport. There, the red carpet was rolled out for the first PCVs to walk on Colombian soil. The group was welcomed by President Alberto Lleras Camargo. Seven years later, another President, Francino Lleras Restrepo, would honor Colombia I and subsequent groups by awarding to the Peace Corps the prestigious Medal of Santander.

"In-country orientation of Colombia I Volunteers took place at the Colombian agricultural experiment station at Tibaitata, which we quickly dubbed "T-Tech." During all this our group was divided into teams of two Volunteers. Each pair was joined by a Colombian rural community development promoter. These promoters were to become more than counterparts, most became solid friends.

"The teams of two PCVs and a counterpart were first assigned to 29 villages and four cities throughout the country. We worked in collaboration with three host country agencies; the Division de Accion Comunal, the Comision de Valle del Cauca and the Federacion Nacional de Cafeteros. All of us were assigned to work as community development agents.

"Of the 62 Volunteers of Colombia I, 58 successfully completed two years of service to our country. Tragically, two Volunteers, David Crozier and Larry Radley, died in a plane crash. Two others left the program early.

"During our time in Colombia, five Volunteers were married, four to Colombians and one to a Volunteer from a later group (see photo).

"Years later we would be asked what we accomplished in Colombia. Usually the person asking the question is wondering how many latrines we dug or how many schools we built. Invariably, the answer is vague. The answer is often stated in terms of lives changed, friends made, dreams made into reality and hope rekindled.

"A second question often asked is if the results were worth all the effort? Each of us has a different set of results in mind when we answer that one, but invariably the answer is positive. All of us had our lives enriched by the experience."



At his first site, Armenia, Bentley (far right) with fellow PCV Larry Radley (next to Bentley) visit with villagers. Camp Radley, a Peace Corps training facility in Puerto Rico, was named in his honor.



PCV Elizabeth Marple and Bently were wed in April of 1963 in Barranquilla. Since their Volunteer service in Colombia, the Bentleys have lived in Costa Rica, Turkey, Lesotho and Liberia.

This is the final article in a series by Peace Corps Volunteers in Colombia, Ghana and Tanzania.

Peace Corps CASTs Spell On Couple

Peace Corps Trainees are given overviews of the culture, climate, language and even the foods of their prospective countries. At CASTs and CRESTs all sorts of information is given on such topics as proper medication, what kinds of sun screen to use, clean water and what types of insects carry what. But no training model includes much advice on the "love" bug.

Rose Beauchesne and Cleveland Charles had never heard of each other until they met at the CAST in Harper's Ferry in October, 1983. But, nothing has been the same since. They were bitten by the "love" bug at the CAST and were married in Sri Lanka a year later.

"Those kinds of intense experiences tend to bring people closer together, but our CAST seemed to have overwhelming drawing power for Cleveland and me," Beauchesne said. "We didn't have time alone together in Harper's Ferry but as often as possible during those eight days, all of our group would get together in the evening after our working day was over.

"When we all went back home I flew to Minneapolis for a weekend to visit Cleveland at the University of

Minnesota before we were scheduled to go overseas ... just to see if our CAST romance was a reality. It was."

Charles, whose home is in Rock Island, Ill., was finishing his masters in geography. Beauchesne, a native of Methuen, Mass., had received her bachelors in English from Merrimack College in North Andover. Both were anticipating Peace Corps assignments as TEFL teachers in Sri Lanka.

After the initial language, cross-cultural and teacher training in Colombo, Charles and Beauchesne were stationed at teaching sites 72 miles from each other.

"It was a long, hot and bumpy six-hour bus trip every two or three weeks just to see each other. We took turns making the journey," Beauchesne said. "By September of the following year we were engaged and began making our wedding plans."

"To honor the Sri Lankan tradition of consulting astrologers about appropriate times to hold religious ceremonies or official meetings, we made an appointment with a local man who gave us a reading for an auspicious time to have our



The newlyweds, Rose Beauchesne and Cleveland Charles, cut their special wedding cake.

wedding. He based this on our birth dates, times and places. We declined his offer to read our fortunes, but in deference to Sri Lankan custom we did plan the Buddhist part of the ceremony for his suggestion ... exactly 5:02 p.m.," Charles said.

It took a lot of planning for the Catholic and Buddhist procedures. The couple consulted Sunil Edmunds, a local entrepreneur who owned a guest house, a barber shop, a shoe store, a florist shop and a typical third world grocery store that sells everything from tooth paste to tea and batteries to bicycles. (Sunil arranged for weddings, his brother did the funerals.)

Sunil catered to every possible need of the couple. He made the bride's sari, had the cake made and delivered (the batter for the fruit and nut pound cake had to "set" for a month) and took care of the flower arrangements for the church. He commissioned the stage for the Buddhist poruwa ritual, the decorations for the reception and even styled the bride's hair and played a role in the Buddhist ceremony!

Invitations were printed in Sinhala, Tamil and English, the three languages of the island, and sent to the guests. PCVs Sondra Gharavi and John Paul were invited to be maid of honor and best man.

Sunil had taken care of all the



The bride places the wedding band on her husband's finger during the Catholic ceremony. Father Fernandez blesses the couple as PCV Sondra Gharavi, maid of honor (center, back) looks on.

plans. Everything had been carefully arranged, everything except unforeseen threats of local disturbances which caused the government to decree a curfew in effect at 6:00 p.m. on the wedding day. With restrictions on travel, many of the invited guests and all of Beauchesne's teacher-counterparts who lived 72 miles away, had to miss the event.

Immediately after the Catholic ceremony at St. Xavier's Church in the tea-covered hills in the central uplands at Charles' site in Nuwara-Eliya, the newlyweds and guests went to the Buddhist shrine that seventh day of December, 1984.

Since the reception was to continue past the curfew hour, people who did attend were fortunate enough to get special permission and passes from police to be allowed to drive after hours. Of necessity, many out of town guests left right after the ceremony.

In spite of the curfew the Buddhist poruwa wedding ritual proceeded as planned. A poruwa is a small, flower-decorated wooden stage where the bride and groom stand during the ceremony.

For more than an hour the couple were on public view by the congrega-

tion while the Buddhist elder performed the rituals. He chanted in Pali, the ancient and sacred Sri Lankan language. English translations and assistance were given by the ever present Sunil Edmunds and a choir of six little Sri Lankan girls sang traditional songs during the lighting of the oil lamp. As part of the observance, the couple fed milk-rice and cakes to each other and re-exchanged the rings from their Catholic ceremony. Symbolic of cleansing and bonding, their thumbs were tied together with thread then trickled with water from the wedding pitcher, poured by ... Sunil Edmunds. (See accompanying photo at right.)

As the ritual ended and they stepped down from the poruwa platform, a friend broke the wedding coconut. Tradition says if the split is directly in half, the marriage will be blessed. It was exactly in the middle!

Dinner was a feast of Sri Lankan favorites ... curries of fish, chicken, beef and vegetables with rice, hoppers (a kind of crepe with filling), string hoppers (spaghetti-like noodles made into patties) and pitu (a coconut/flour mixture steamed in bamboo sections). For sweets there

were coconuts, bananas, mangoes, papayas and other delicacies including wattallapan, a creamy custard made with milk, eggs, brown sugar, cashews and raisins. And of course that luscious wedding cake of fruits and nuts that had been "setting" for a month.

The newlyweds honeymooned in Thailand, Malaysia and Singapore. On their return, both were re-assigned to TEFL teaching positions in Galle, on Sri Lanka's southern coast.

Though certainly not a part of the careful planning done by the medical officers at that CAST in West Virginia, the Charleses succumbed to the love bug that bit them. And they did attain their own private, fourth Peace Corps goal ... a cross-cultural wedding in Sri Lanka.

Rose Beauchesne Charles and Cleveland Charles completed their tour in Sri Lanka in December, 1985 and have returned home where they are living and teaching in Methuen, Mass. It is presumed that Sunil Edmunds is still in Sri Lanka and available to do future Peace Corps weddings.

Good News For Ohio PCVs

Volunteers from Ohio, all 275 of you, are being given a break by the State of Ohio as of August 1, 1986.

In accordance with a new state law, if your driver's license expires while you're with Peace Corps you have up to six months after you COS to renew your license. Also, if you happen to be home while you are still a Volunteer—on emergency leave or as a medevac, and your license is expired, Ohio will still consider it valid. Please note that the new law is applicable **ONLY** within Ohio.

When you apply to renew your driver's license we suggest you take your Peace Corps Service certificate with you.

Note—this extension applies to your COS-date. It does not mean six months after you return to the United States.



PCV and best man, John Paul (far left) watches Buddhist elder perform the finger-tying ceremony. Sunil Edmunds, wedding coordinator (far right) prepares to pour water from the official wedding pitcher onto the couple's fingers.

1986 Election Guide

In an effort to help you exercise your franchise and vote, we are publishing the 1986 Election Guide. Information kits on how to get absentee ballots from the various states have been mailed to your Country Director. Please contact your Country Headquarters for more information as soon as possible as the mail can move very slowly.

State	1986 Primary	Governor	U.S. Senate	U.S. House
ALABAMA	June 3/open	Wallace (D) ✓	Denton (R) ✓	2(R) 5(D)
ALASKA	Aug. 26/open	Sheffield (D) ✓	Murkowski (R) ✓	1(R)
ARIZONA	Sept. 9/closed +	Babbitt (D) ✓	open	4(R) 1(D)
ARKANSAS	May 27/open	Clinton (D) ✓	Bumpers (D) ✓	1(R) 3(D)
CALIFORNIA	June 3/closed	Deukmejian (R) ✓	Cranston (D) ✓	18(R) 27(D)
COLORADO	Aug. 12/closed +	Lamm (D) ✓	open	4(R) 2(D)
CONNECTICUT	Sept. 9/open	O'Neill (D) ✓	Dodd (D) ✓	3(R) 3(D)
DELAWARE	Sept. 10/closed			1(D)
DISTRICT OF COLUMBIA				nonvoting 1(D)
FLORIDA	Sept. 2/closed +	Graham (D) ✓	Hawkins (R) ✓	7(R) 12(D)
GEORGIA	Aug. 12/open	Harris (D) ✓	Mattingly (R) ✓	2(R) 8(D)
GUAM		Bordallo (D) ✓		1(R) nonvoting
HAWAII	Sept. 20/open +	Ariyoshi (D) ✓	Inouye (D) ✓	2(D)
IDAHO	May 27/closed +	Evans (D) ✓	Symms (R) ✓	1(R) 1(D)
ILLINOIS	Mar. 18/open	Thompson (R) ✓	Dixon (D) ✓	9(R) 13(D)
INDIANA	May 6/open		Quayle (R) ✓	5(R) 5(D)
IOWA	June 3/closed	Branstad (R) ✓	Grassley (R) ✓	4(R) 2(D)
KANSAS	Aug. 5/closed +	Carlin (D) ✓	Dole (R) ✓	3(R) 2(D)
KENTUCKY	May 27/closed		Ford (D) ✓	3(R) 4(D)
LOUISIANA	Sept. 27/open		open	2(R) 6(D)
MAINE	June 10/open +	Brennan (D) ✓		2(R)
MARYLAND	Sept. 9/closed +	Hughes (D) ✓	open	2(R) 6(D)
MASSACHUSETTS	Sept. 16/open	Dukakis (D) ✓		1(R) 10(D)
MICHIGAN	Aug. 5/open	Blanchard (D) ✓		7(R) 11(D)
MINNESOTA	Sept. 9/open	Perpich (D) ✓		3(R) 5(DFL)
MISSISSIPPI	June 3/open			2(R) 3(D)
MISSOURI	Aug. 5/open		open	3(R) 6(D)
MONTANA	June 3/closed			1(R) 1(D)
NEBRASKA	May 13/closed +	Kerrey (D) ✓		3(R)
NEVADA	Sept. 2/closed	Bryan (D) ✓	open	1(R) 1(D)
NEW HAMPSHIRE	Sept. 9/open	Sununu (R) ✓	Rudman (R) ✓	2(R)
NEW JERSEY	June 3/open			6(R) 8(D)
NEW MEXICO	June 3/closed +	Anaya (D) ✓		2(R) 1(D)
NEW YORK	Sept. 9/closed	Cuomo (D) ✓	D'Amato (R) ✓	15(R) 19(D)
NORTH CAROLINA	May 6/closed		open	5(R) 6(D)
NORTH DAKOTA	June 10/closed		Andrews (R) ✓	at large 1(D)
OHIO	May 6/closed	Celeste (D) ✓	Glenn (D) ✓	10(R) 11(D)
OKLAHOMA	Aug. 26/closed +	Nigh (D) ✓	Nickles (R) ✓	1(R) 5(D)
OREGON	May 20/closed +	Atiyeh (R) ✓	Packwood (R) ✓	3(R) 3(D)
PENNSYLVANIA	May 20/closed +	Thornburgh (R) ✓	Spector (R) ✓	10(R) 13(D)
PUERTO RICO				nonvoting 1(D)
RHODE ISLAND	Sept. 10/open	DiPrete (R) ✓		1(R) 1(D)
SOUTH CAROLINA	June 10/open +	Riley (D) ✓	Hollings (D) ✓	3(R) 3(D)
SOUTH DAKOTA	June 3/closed +	Janklow (R) ✓	Abdnor (R) ✓	at large 1(D)
TENNESSEE	Aug. 7/open +	Alexander (R) ✓		3(R) 6(D)
TEXAS	May 4/open	White (D) ✓		10(R) 17(D)
UTAH	Aug. 19/open		Garn (R) ✓	3(R)
VERMONT	Sept. 9/open	Kunin (D) ✓	Leahy (D) ✓	1(R)
VIRGIN ISLANDS		Luis (I) ✓		nonvoting 1(D)
VIRGINIA	June 10/open			6(R) 4(D)
WASHINGTON	Sept. 16/open		Gorton (R) ✓	3(R) 5(D)
WEST VIRGINIA	May 13/closed			4(D)
WISCONSIN	Sept. 9/open	Earl (D) ✓	Kasten (R) ✓	4(R) 5(D)
WYOMING	Aug. 19/closed +	Herschler (D) ✓		1(R) at large

R = Republican
✓ = up in 1986

D = Democrat
+ = not running for re-election

I = Independent
IR = Independent Republican Party

DFL = Democratic-Farmer-Labor Party

ICE ALMANAC

From the Field

The PCV and Traditional Medicine/Morocco

The following article is excerpted from the introduction to a study done by Judy Wurtzel, PCV/Morocco. The study was undertaken because of frustration due to a lack of knowledge of Moroccan medical and disease terminology.

The original report lists many Arabic terms which Wurtzel translated into English and French. Wurtzel also attempts to list herbs used in Moroccan traditional medical practices. Further, she lists ailments, their traditional and western remedies and an analysis of the effectiveness of the traditional treatments.

Though Wurtzel writes about being asked for, and giving medical advice, Only professionally-trained health care Volunteers have the knowledge to diagnose and treat most health problems. Non-health care PCVs may do so only within the strict guidelines learned during training. Bad advice is worse than no advice.

However, Wurtzel's study (which resides in the ICE Resource Center) could help PCVs in Morocco better understand the cultural aspects of traditional vs modern medical practices. In this context the study should be helpful to Volunteers in other countries who encounter such dual medical systems.

Visiting a neighbor, you are told that one of the children in the family is ill and you are asked if you have any "American medicine." However, because you do not understand the words she is using to describe the illness, you show your sympathy, give your hope for the child's recovery (complete with a dozen 'insh allah's) and finish your tea. Or, waiting in the school courtyard between classes, you notice that one of your students is limping. You ask him about it and he shows you an infected wound on his leg. You recommend that he soak it in hot, soapy water and then evaluate it. He seems to agree. But when you ask him about it a few days later he admits that he has not tried your suggestion.

While few of us work specifically in health care in Morocco, we are sometimes asked for, or see a need to give, health care advice. As a result of either our health-conscious American upbringing, or our obsessive rereading of *Where There is No Doctor*, we often know enough about health care basics to give helpful advice. However, we are at times stymied in our efforts because we rarely know the vocabulary to discuss illnesses and remedies. Furthermore, because we generally know so little about the health care system and health beliefs in Morocco, we can not give advice in a manner that conforms to preexisting concepts of health care. Therefore, much of our well-intentioned efforts are misunderstood or ignored.

In Moroccan society two health systems coexist uneasily, traditional and western. Often an ill person will try a traditional remedy and then turn to western medicine only if the traditional fails. Or, he may follow western medical procedure, but supplement it with folk remedies. Or, he might feel comfortable with neither type of medicine and therefore not get any treatment. If, when we give medical advice, we take into account both the specific traditional remedies that the ill person is likely to be using and his general psychological stance in the face of a particular illness, we can attempt to integrate our advice with the preexisting traditional beliefs.

Obviously not all illnesses can be treated with traditional medicine. The most common illnesses in Morocco today are TB, typhoid fever, rheumatic fever, schistosomiasis and infectious skin diseases. All of these demand specific treatment. But, if you want to convince someone who uses traditional medicine to go to a hospital or to follow a certain treatment, you are more likely to be suc-

cessful if your advice is a function of what she already believes.

Peace Corps and Moroccan Health Care

From my perspective, Moroccans often approach Peace Corps Volunteers for medical help because neither of the two major systems of health care in this country seem to be psychologically adequate. In the minds of many Moroccans a formerly secure concept of traditional medicine has been threatened and displaced by the growth of modern western medicine. Some question the efficacy of traditional remedies as they see the results achieved at the hospitals and with medicines bought at the pharmacies. Some have come to disbelieve the basic premises of traditional medicine.

Yet, while faith in traditional medicine has weakened, it has not always been replaced by a complementary acceptance of the modern medical system in Morocco. Hospitals are, by their nature, rather frightening and disorienting for patients. Associated with illness and death, hospitals are defined, especially for many older Moroccans, as places where people go to die. Entering a hospital is tantamount to inviting death.

All too often the modern medical system does nothing to alleviate these problems. Indeed, the intersection of traditional culture and modern medicine exacerbates the problem. The modern system is founded on the French model. Therefore, when patients enter the system they are, in effect, entering a foreign culture. In addition, they often encounter a foreign language since much of the medical profession conducts its work in French. Furthermore, in Berberphone areas this problem is compounded since

(continued on next page)

both French and Arabic are foreign languages. It is rare that hospital personnel, particularly doctors, are from the region and speak Berber.

Also, the modern medical system is very impersonal and has not adapted itself to traditional concepts of the patient/doctor relationship. The traditional healer treats the whole individual; he is a spiritual and psychological as well as a physical healer. The healer is usually a deeply rooted member of the community and knows the patients as an individual and not merely as a package of symptoms. In this role the healer respects the modesty of his patients. He usually does not perform physical examinations (although this is also often true of hospitals) and he speaks about illness in a language couched in religious terminology and modest euphemisms. A serious difficulty is that women patients especially are embarrassed and fear exposing their physical illnesses—either verbally or physically—to a strange man. This alone prevents many women from seeking modern medical advice even if they are seriously ill.

Finally, hospitals and clinics often are not adapted to local economic conditions. For example, doctors in Morocco tend to prescribe several drugs for one illness. Most patients are told to purchase a plethora of drops, pills, injections, syrups and suppositories. Yet many can hardly afford to buy one medication, much less three or four. A patient rarely has the expertise, or even the necessary precondition—desire—to analyze their prescriptions, nor to decide which is the most important and effective. Therefore, patients often inadvertently buy the less important medications or buy nothing at all.

Since some Moroccans may feel uncomfortable with both the traditional and the modern system of medicine, some turn to Peace Corps Volunteers for advice and medical aid. As PCVs we share the cachet that some Moroccans attach to foreigners. Because we are foreign we are thought to have superior knowledge of, and access to, western medical technology. This knowledge is the same as that which is seen residing in the hospitals. But because we are individuals and not institutions we are much less forbidding. Someone who distrusts and fears hospitals, yet has either tried a traditional remedy and found it

lacking, or has no faith in the traditional system, sees in the PCV a third alternative.

The type of person who is likely to turn to the PCV for assistance undoubtedly varies. Yet it does seem that within the Moroccan social structure certain groups are more likely to seek aid than others. A traditionalist won't ask because he is still rooted in folk medicine and rejects the western system, and the modernist won't because he has accepted the modern system. Those towards the middle of the spectrum usually will be most likely to ask for aid and to accept advice from Volunteers. This includes those with a little education and a relatively uncritical view of westerners but who have a lingering fear of western medical institutions. (Because of this acceptance, non-health care PCVs should take great care not to give advice which could be harmful to the patient.)

I have also found that women seem more likely to ask for help than men. This may be because I am a woman and discussions of health problems occur almost exclusively in a single-sex environment. It is also because women occupy themselves with the health of their children and ask advice for them. Another reason is that in Moroccan culture men are often embarrassed to talk about personal illnesses because that can be construed as immodest and a sign of weakness.

Religious Considerations

When a PCV gives advice to a Moroccan it is likely that the ill person has already tried some traditional remedies. For common illnesses, remedies such as herbal teas, etc. . . . are generally known. In these cases the women in the family will usually prepare and administer the medications. For less common illnesses, or when common remedies fail, a traditional Moroccan will often go to the fkih.

The fkih is a religious figure. He has a thorough knowledge of the Koran and often recites in the mosque or teaches the Koran to young children. Some fkihs are also healers. The fkih interviews the patient and his family and recites verses of the Koran over the patient to determine the cause of the illness. The cause can be something physical and identifiable (eating contaminated food, a change in the weather,

etc.) or come from a religious and magical cause (you are ill because you have been cursed by God or afflicted by the evil eye).

In the first case the fkih will prescribe certain herbs and practices to follow. The fkih does not sell herbs. Rather, you buy them from a herbalist (attar) who sells his wares from a shop or at a souk. In the second type of diagnosis herbal medicines may also be used, but healing rituals associated with religious and magical beliefs are much more important. The fkih may prepare a talisman using traditional designs and formulas, recite Koranic chants addressed to specific evil spirits called djinns or advocate tattoos, bleeding or ritual burning of the skin with a hot stick.

ICE Almanac

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From the Field

Judy Wurtzel, PCV Morocco

Feature

Amie Bishop

The ICE ALMANAC features a variety of Volunteer ideas and technologies which can be adapted locally, and highlights particular program areas with notes and recommendations from programming specialists in the Office of Training and Program Support.

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. As such, ICE provides a means of collecting and sharing the best results of Volunteer programs in the field. Volunteers are encouraged to contribute information to the ICE ALMANAC or ICE Resource Center. Contributions, requests for technical information or correspondence concerning the ALMANAC should be sent to: Peace Corps, ICE, Rm. M-707, 806 Connecticut Ave., NW, Washington, DC 20526.

In this study I have looked only at those treatments which are used for illnesses with identifiable, physical causes. This is not because I think that the religious and magical elements are unimportant. (Rather, I think that belief in the cure—whatever the cure is—is crucial to curing.) However, the religious and magical treatments form a subject which few foreigners are qualified to write about and which few Moroccans are willing to discuss openly. Fkihs do not want to give away their secrets. Others fear that you may be skeptical and patronizing towards their traditional beliefs. They may also feel that a stranger has no right to be investigating such subjects.

In addition, I have not always tried to unravel the complexity of factors affecting health beliefs and health care. Health beliefs and health care are not isolated phenomena. They are embedded in a cultural matrix determined by a myriad of factors. Changing one element within the system entails alterations of the entire system. If you destroy someone's belief that kohl can cure conjunctivitis the ramifications can be large. Also, health beliefs and health care are, of course, entwined with methods for the prevention of illness such as improved hygiene, sanitation and nutrition. The remedies given (in the original report) are just that—remedies—not preventive measures and not fundamental improvements in health standards.

Studies of traditional medicine often are taken up with an attitude of condescension. To productively study the subject we should try to avoid the common prejudice that technological superiority implies cultural superiority. For while western culture does have more scientific knowledge and technical skills to combat illness, its understanding of illness in its psychological and cultural context is not necessarily more profound.

Temperature Relations

All cultures have standardized, mythified explanations for illness. Americans usually explain illness within the powerful paradigm of science. In Morocco, explanations can be based on magic, God's will, science or a system of temperature relations. Many common ideas about illness are based on a theory of hot

and cold in the body. Derived from the humeral theory of Galen and Hippocrates, the theory was transmitted to the Arab world by the 11th century physician Ibn Sina (known in the West as Avicenne). This theory was later carried to both Hispanic and Asian cultures.

The theory supposes that there is a balance of hot and cold within the body. We are ill when the equilibrium is destroyed. Therefore, when you are cold you must balance your system with something hot and vice versa. According to Ibn Sina, fire and air are hot while earth and water are cold. In traditional Moroccan lore such things as fish, dried vegetables and teas with absinthe are hot while mint tea, eggs, fruit and milk are cold.

What we would consider one illness might be thought of as two by Moroccans—one caused by hot and one caused by cold. For example, a stomach ache can be cold, caused by drinking cold water, or it can be hot, caused by eating bad food. A continuous fever is hot while an intermittent fever is cold.

Things are hot and cold not by virtue of their temperature but according to their structure. When giving medical advice it is generally not useful to argue against beliefs such as these. They are deeply rooted and provide an important sense of psychological control.

These traditional beliefs are not unaffected, though, by the influx of western thought into Morocco. Educated Moroccans have learned about western conceptions of health and illness. In the colleges and lycees students learn basic health and sanitation concepts. School children can recite rules about how illness is caused by germs and how a common glass spreads contagion. However, often this education does not destroy, or even undermine, traditional beliefs. A child only rarely can convince a parent that a cold is contagious or that a fly is a carrier of disease.

For example, the pharmacist in my town sells modern medicines but also uses traditional medicine for himself. He believes that modern medicines are generally more effective and specific than traditional medicines. However, he explains that modern medicines are usually purified forms of the chemicals in traditional herbs. While occasionally

true, generally this helps him reconcile these two systems.

The question of how specifically to adapt medical advice to the Moroccan cultural context is a difficult one. Strategies must be tailored to each individual case. For example, if the mother of a child who has diarrhea does not believe in feeding the child a lot of fluids but does see the efficacy of herbal teas, we can try to increase the amount of tea she gives the child. But, Moroccans asking for medical help often want miracle drugs which will cure them instantly. Usually we do not have any, nor are we professionally trained to diagnose and treat most illness and disease.

What we do have is common-sense advice, much of which is similar to popular Moroccan practice. With the proper vocabulary and an understanding of Moroccan concepts of health we can try to communicate that advice. If we can, we will have accomplished something.

The feature for the next issue will be from the education sector. Currently, Peace Corps has some 1800 Volunteers involved in some aspect of education.

Publications listed as "available through ICE" are free to PCVs and staff according to the distribution policy indicated for each title. For the benefit of our non-Peace Corps readers, complete ordering information has been provided for all titles.

PCVs and staff may order ICE publications by letter or cable from: Peace Corps Information Collection and Exchange, Rm M-701, 806 Connecticut Avenue N.W., Washington, D.C 20526 USA.

Please note: additional copies of limited-distribution titles and materials which are listed as "not currently available from ICE" must be purchased directly from the publisher using incountry funds. PCVs should contact their incountry staff regarding assistance in making these work-related purchases.

Water: The Essential Element

"Water is an integral part of peoples' lives," says Sarah Ford, a former public health/water Volunteer in Zaire. Whether scarce or plentiful, of good quality or poor, water resources directly affect human health, agricultural output, livestock production, and, thus, the economic and environmental conditions of developing countries throughout the world.

Well over half of the population of the developing world—over one billion people—lack safe drinking water, while nearly three-quarters of these people do not have even the most rudimentary sanitation facilities. The situation in individual countries can be even more extreme. For example, in Sierra Leone it is estimated that only 2% of the rural population has access to potable water. The existing water sources there are primarily streams, springs, open wells, and swamps and, for the most part, these sources are contaminated.

Because many diseases, such as cholera and typhoid, are water-borne, it is not surprising that a lack of clean water has serious health consequences. The World Health Organization (WHO) estimates that over 50,000 people die everyday from lack of clean water and/or improper sanitation facilities. Also, 80% of the world's diseases are related to poor sanitation and unsafe water supplies. Diarrhea alone claims over 16,000 lives per day in the developing world, most of whom are small children.

In addition to being polluted, water supplies may also be inaccessible, and the burden of fetching water from far-away sources falls almost exclusively on women and children. The time needed to get water, in conjunction with the health problems resulting from its poor quality, can have certain economic consequences. For example, Phil Jones, Peace Corps' Sector Specialist for Agriculture, states, "When people have to spend a great deal of time securing water, this means less time that they're going to be able to work in the fields. If you can cut down on the time involved in getting water, agricultural output is going to increase."

Similarly, the U.N. Inter-Agency Task Force on Women and Water estimates that in one Asian country 73 million working days are lost every year due to water-borne diseases and/or a contaminated water supply. The annual cost to that country, in terms of medical treatment and lost productivity, has been estimated at about U.S. \$60 million.

In response to this grave situation, the United Nations General Assembly passed a resolution in November, 1980, declaring the decade of the 1980's as the *International Drinking Water and Sanitation Decade*, with the goal of providing potable water and adequate sanitation facilities for all people by 1990. International efforts encouraged by this resolution to improve the quality of water include the installation of pumping devices, wells, and water catchment and delivery systems. Projects are also underway to upgrade sanitation conditions, such as the testing and treatment of water, improved vector control and health education campaigns, and the installation of human waste disposal systems.

The shortage of water in the developing world not only endangers the health and well-being of its people; it also hinders agricultural practices such as irrigation, reforestation, soil conservation, and animal husbandry. In the Republic of Mali, a resource-poor Sahelian country, many village wells dry up each year. Therefore, it has become increasingly difficult for Malian farmers to meet their daily water needs for human and animal consumption as well as for crop production. Indeed, in many regions of the world, increasing crop and livestock production is possible only through improving the availability of water.

While the scarcity of water creates one set of problems, too much water creates another. Abundant rainfall can prove to be devastating to many tropical countries. Seasonal monsoons and heavy rains pose constant threats of floods and soil erosion. Thus, water management practices such as field drainage and flood control are critical to the survival of the community.

Peace Corps' Response

In response to requests from governments around the world, the Peace Corps in the past 20 years has assigned over 4000 Volunteers to a wide variety of water supply and environmental sanitation projects. Water/Sanitation Volunteers serve as hydrologists, engineers, irrigation technicians, construction workers and supervisors, mechanics, health educators, surveyors and community development workers. They have collaborated with a myriad of host country ministries, private voluntary organizations (PVOs) and international development agencies. The work of these Volunteers has gained recognition from heads of state, government officials and other development workers.

In 1985-86, a total of 415 Volunteers will be involved in 50 projects in 34 countries. Peace Corps Volunteer accomplishments are many:

- In the Dominican Republic, the construction of a rural aqueduct that provides potable water to several thousand people was recently completed. Other Volunteer activities in that country include the training of farmers in the effective use of water, the construction of wells, the installation of water pumps and the management of existing irrigation projects.
- In Liberia and Sierra Leone, Volunteers are involved in swampland irrigation projects to increase rice production.
- In Thailand, PCVs participate in the construction of earthen dams, concrete spillways, canals, wells and even roads and bridges.
- Water Volunteers in Nepal focus on developing gravity-fed water-supply systems and improving sanitary conditions. Many other PCVs, working in other sectors, are involved in water-related secondary projects.
- Water Volunteers in Morocco, collaborating with range management, agriculture, and renewable energy Volunteers, devote their efforts to the installation of pumping systems,

such as handpumps and windmills, hydraulic rams, photovoltaic systems, and diesel-driven units. Although Morocco's water program is relatively new, it has proven to be one of the most successful Peace Corps efforts in the country.

"An essential element to all Peace Corps programs is the training of Host Country Nationals. Anything we do has got to include the training of counterparts."—Jim Bell, Sector Specialist for Water and Sanitation.

The involvement and commitment on the part of the Volunteers is matched by the dedication on the part of Peace Corps' staff in the field and in Washington. In 1979, the Peace Corps established the Water and Sanitation Sector in the Office of Training and Program Support (OTAPS) in order to facilitate and improve necessary program assistance.

According to Specialist Bell, the purpose of the Sector is to "... promote the development and management of water resources and environmental sanitation activities at the village, regional, and national levels through the efforts of Peace Corps Volunteers and Associate Peace Corps Directors (APCDs)." To accomplish these goals, the Sector Specialist:

- Assists Peace Corps country staff in developing and improving programs;
- Provides technical assistance in the area of Water/Sanitation, and by visits to project sites;
- Designs and implements pre-service and in-service trainings;
- Identifies appropriate consultants for special tasks
- Collaborates with other development agencies such as the U.S. Agency for International Development (U.S.AID), the World Bank, the World Health Organization (WHO), UNICEF, Catholic Relief Services, and CARE.

Indeed, the Water/Sanitation Sector provides a wide variety of technical support. The nature of that support depends to a great extent on local climate, available resources and geography. These factors can vary not only from one country to another, but even within a single country. Therefore, the Sector Specialist

is faced with the challenge of providing the most appropriate assistance for any number of different environments.

Says Bell, "Obviously, what we are doing in Sahelian Africa is different from what we're doing in tropical Africa, Latin America or the NANEAP region." For example, the use of hand-dug wells for the supply of water may be appropriate in a rural village in Niger but totally inappropriate for the same purpose in Honduras, where the construction of a gravity-fed system from a nearby spring would be a better use of local resources.

Agricultural practices are dependent on these varied hydrogeological conditions as well. Soil composition and the availability of surface water are just a few of the variables that determine the most appropriate type of irrigation system needed, whether it be for small household gardens or large plots of land.

Regional factors such as the availability of services, manufacturing capabilities and the level of a country's institutional and infrastructural development must also be taken into consideration when initiating a project. "In Latin America, it's possible to build a handpump in the country itself because you've got the machine shops and the foundries," says Bell. "But in Africa... often it's not possible to build these things because of the infrastructural constraints."

Support for such a vast array of

projects in these diverse settings is also provided by other sectors. Projects in water supply, sanitation, health education and water for agricultural purposes are closely interrelated in Peace Corps programming. The integration of these areas is essential to the success of water/sanitation projects.

"It is often hard to pull out one component and say that this is a sectorial program," says Bell. "Some of them are, but I think that in many projects there's always an overlap of sectors where we are working together. Inherent in having a sectorial approach to programming and training is that sometimes we can be too narrowly focused. In OTAPS, my experience has been that we are doing a very good job—a better job than we have done in the past."

Examples of this integrated approach can be seen most clearly in the realm of training. In May and June, water resource Volunteers destined for Mali will be participating in a six-week stateside training program where they will be learning the basic principles of forestry, soil conservation, agriculture and water resource management. According to Bell, the purpose of such an approach is "to design an integrated program so that we're modeling what we hope the Volunteers themselves will be practicing incountry."

After the stateside training is completed these Volunteers will embark

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Jane Crouch, PCV/Nepal, 1983, community water-supply engineer observes and assists

during a pipe joining. The completed system will provide drinking water for a community.

on an eleven-week continuation of their pre-service training in Mali. This training consists of intensive language instruction and cross-cultural studies, country-specific technical training in wells, water supply and extension and community development training. Instruction is also given on how to train counterparts.

What type of Volunteers are being sent into the field? "For the most part, we're not sending out experts or specialists," says Bell. "It's not appropriate at the village level. I think ... that there are certain things that you can learn that are appropriate for any country. We can't do in Kenya what we are doing in Gabon or Ecuador, but at the same time we can have generic programs by providing the Volunteer with general technical skills such as construction methods, basic geology and hydrology, community organization and needs assessment techniques." Adds Bell, "If the Volunteers have confidence in all of these areas, they can modify their projects to the specific circumstances."

A New Training Manual

To assist in conducting these comprehensive training programs, the Water/Sanitation Sector recently completed a trainer's manual entitled *Water and Sanitation Technologies*. Written by Bradley D. Hanson, an RPCV from Kenya, the manual represents over four years of work. Included in the manual are more than 220 hours of training sessions. The majority of these sessions are devoted to hands-on "field demonstrations" in basic technologies such as latrine construction, pump assembly and installation, ferrocement water tank construction, pipes and pipeworking and spring development systems. There are also detailed sections on project planning and management, facilitation skills, community mobilization, health education and disease control. In several chapters, social issues, covering topics such as "Sanitation in the Developing World" and "Women and Water," are also presented.

In addition to pre-service training, the Water/Sanitation Sector organizes in-service training (ISTs) for Volunteers who want to upgrade or enhance their skills. These training workshops are also organized upon

request by the Peace Corps country staff for Volunteers working in other program areas so that they may successfully carry out secondary projects in water or sanitation.

For example, in May, the Water/Sanitation Sector will conduct an IST for agriculture and health Volunteers in Mauritania on arid land irrigation. Last October, water Volunteers in Malawi participated in a two-week in-service training program on the principles and practices of irrigation.

Some of the support materials for these sessions have been developed by the AID-supported Water and Sanitation for Health project (WASH). Each of the *WASH Training Guides* covers a specific aspect of rural water supply and sanitation. The subjects currently available are: *Latrine Construction*, a 12-day workshop; *Rainwater Roof Catchment Systems*, an 11-day workshop; *Spring Capping*, a 12-day workshop; and *Handpumps Installation and Maintenance*, a 15-day workshop. The *WASH Training Guides* are available through I.C.E.

The Sector's Future

During the 1970's and early 1980's, water and sanitation programming primarily focused on providing access to potable water, improved environmental sanitation and public health education. These days the Water/Sanitation Sector, in conjunction with the Agriculture Sector, has placed a greater emphasis on water's role in increasing food production. Many Volunteers will continue to be involved in potable water and health education projects. An increasing number of water/sanitation Volunteers, however, will be using their skills to develop small-scale irrigation systems for crop production and household gardens, to provide water for livestock and to encourage soil conservation and erosion control practices.

Water projects serving agricultural needs are an integral part of Peace Corps' new African Food Systems Initiative (AFSI). AFSI is headed by John Zarafonitis and David Watson. According to the AFSI report, the initiative is a "long-term (10-year) collaborative effort assisting up to 12 African nations in their struggle to reverse declining per capita food production and attain self-sustaining food systems." During 1986, the program will begin in four pilot

countries: Mali, Niger, Lesotho and Zaire. Volunteers in health, agriculture, forestry and water resource management will use a "team approach" to address the problem of declining food production in these targeted regions.

David Watson, the Assistant Coordinator for AFSI, elaborates on Specialist Bell's contribution to the Initiative. "Jim has reviewed each assessment and program design and given advice. He has been absolutely essential in locating consultants to participate on assessment and design teams, seven of which went out last year. He has been the principal person in assisting in the design of the Mali AFSI stateside training, and he has helped prepare the two water APCDs for their new positions in Mali and Zaire."

According to the AFSI report, the untapped agricultural potential in Zaire is particularly enormous. "Not only does [the country] have the capacity to feed itself again, but it could also provide considerable food exports to its neighbors." As far as Zaire's water supply is concerned, the problem lies in the quality of water rather than the quantity. Natural springs are easily contaminated

GIVE!

The ICE staff works hard to provide you with the most relevant, up-to-date technical information for your projects. Not surprisingly, the most useful materials we distribute are those which have been developed over the years by Volunteers like you working in agriculture, education, forestry and a host of other areas.

We depend on contributions from PCVs and staff in the field to build our collection of appropriate technical materials. Volunteers' contributions are frequently published as how-to manuals. They often appear as articles in the ICE Almanac. And they make up the bulk of the reports, designs, lesson plans and other documents in the ICE Resource Center.

We are vitally interested in the results of your work. Take time to write up your fisheries project or your design for a better appropriate technology mousetrap and send it to ICE. Your fellow PCVs around the world will thank you for it!

by ground water and rainwater runoff, and many rivers and streams suffer from fecal contamination.

For the past few years, the majority of water Volunteers in Zaire have been involved in spring capping to protect local springs from groundwater pollution. They have also focused on health and sanitation education. Spring capping is a process whereby the area around the spring is cleared. Pipes, supported by a retaining wall, are installed into the earth where the water emerges so that approximately 95% of the water flows directly through the pipes. This makes the collection of water a cleaner and easier process.

Sarah Ford explains that, in conjunction with water projects such as spring capping, Volunteers devote much of their time to health education. "The crux of all water supply programs is the community aspect of it," she says. "Unless a village accepts

having the spring capped there, accepts all the responsibility for it and really understands *why* clean water is important, they are not going to take care of it. It will eventually fall apart." She adds, however, that "most people are very interested in having a good supply of water, and it's easy for a Volunteer to see the importance of that, too. I think Volunteers are really spending a lot more time doing health and 'user' education. If those small structures are well maintained, they can last a long time."

Ford, who now works as a water-projects training consultant, explained that many Volunteers were very successful in working with one or a team of counterparts. In her case, she trained a team of host country extension agents who lived in rural areas and were responsible for capping springs as well as doing health and sanitation education. She

also trained a host country national to take her place as supervisor of the team when she completed her service.

Since 1979, the Water and Sanitation Sector has been committed to supporting and improving the many different programs in water supply and environmental sanitation. To ensure the most effective programming, the sector has worked hard to coordinate with other programs, especially in agriculture and health. Says Specialist Bell, who will be leaving at the end of March, "To me, what is important is to provide the best possible programming, the best training and the best support we can." He believes that the contributions that the Peace Corps is making are many. When asked if there was any particular accomplishment that he felt was outstanding, he replied, "Yes. The work of the Volunteers. That's what we're here for, and that's what I admire so much."

Women and Water

In many societies throughout the developing world the availability of water has a direct effect on the lives of rural women. According to Mary Elmendorf, a consulting anthropologist, the fact that "women make up more than 50% of rural communities is often overlooked. Also overlooked are the key roles of women in the drawing, carrying, use and management of water. Many women spend 4 to 8 hours a day in this burdensome task."

Drought and seasonal variations make water especially hard to secure as local springs and wells dry up, and the distance traveled to fetch it inevitably increases. The cost in terms of time wasted and energy expended in this drudgery is enormous. It hardly leaves enough time to perform the numerous other chores and functions demanded of women that are essential to their families' survival.

As carriers of water, women directly influence the amount and quality of the water consumed, and thus the health status of the household. Elmendorf writes that, "as selectors of water, women determine the quality of the water delivered to the household. As those who select the transport and storage vessels,

wash them and cover them, women influence both the volume and the quality of the water consumed. Finally, as those who give their infants and small children liquids, bathe them and launder their clothes, [women] determine the cleanliness of the cup, the spoon, the water..." Women are therefore vital in the efforts to halt the cycle of infection, illness and disease resulting from contaminated household water.

In addition, the women themselves are particularly vulnerable to water-related diseases because their chores keep them regularly in contact with water that is often polluted. Though a woman may be aware that her water supply is unfit for drinking, she usually has no alternative but to use it anyway. Indeed, the mere existence of water is often seen as a blessing.

For these reasons, it is imperative that women are involved and included in water and sanitation projects in the developing world. As bearers of water, women can provide important information to development planners and strategists concerning water sources and how seasonal changes might affect the availability of water in their region. Women can also play a significant

role in promoting community acceptance of improved water supply and sanitation programs.

A growing awareness of the traditional role of women as water providers has resulted in efforts to increase women's participation in Peace Corps' water and sanitation projects. The involvement of host country women in these projects, however, certainly isn't new. Barbara Denman, Peace Corps' Women in Development (WID) coordinator, says, "I think that Peace Corps has always involved women to a certain extent in its projects, just because of the way that Volunteers live and work. We are in an ideal position to make progress because we are in the villages, and I think that's especially true of water projects. Water is the one area where you can really carry out the ideas we talk about when we talk about integrating women into a project."

Denman goes on to say that it may be difficult to figure out how to involve women in other sectors because they don't necessarily have traditional roles in those areas. However, "women have always gone out and gotten the water and brought it back; they've always had to find it; they've always been the

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ones to cook with it. So, water management really is an area where you don't have to break a lot of new ground."

Sarah Ford, a former public health/water Volunteer who capped springs in Zaire, believes that, "... all Volunteers and their counterparts [in Zaire] make a real effort to gear their health and sanitary education towards women. Often times we tried to get the village to appoint a woman as the caretaker of the spring so that once it was capped, she'd be responsible for assuring that it was maintained. If there was a problem ... she'd have to get someone to repair it. This seems to be working fairly well."

In Paraguay, another country where water supply, sanitation and family health are primarily the responsibilities of women, water/sanitation Volunteers have involved women in their Peace Corps projects in the following ways:

- School teachers, nearly always women, participate in and sometimes help organize sanitation education workshops;
- Women participate in vegetable gardening projects;
- Mothers and young women attend sanitation and general health talks in the community;
- Women have been Volunteer counterparts;
- In home visits to promote running water projects or basic sanitation, the majority of the Volunteers' contacts are with women because the men are out in the fields.

Barbara Denman would like to encourage Volunteers everywhere to continue to look around and see how they can involve women in their projects. She also believes that despite certain cultural "restrictions," it may be possible in various societies

for male Volunteers to work to some extent with women. If working directly with women is not possible, male Volunteers may be able to involve women indirectly through such channels as village water committees.

By involving women in the planning, design, operation and maintenance of new water systems and in complementary health education programs, water/sanitation projects will be more effective in achieving their ultimate objectives of improved water quality, quantity and health. Moreover, the active participation of women can lead to other improvements in women's status and their roles in development through increased productivity. Ultimately, such participation can also provide an improved standard of living for themselves and their families.

S.P.A. Network

FROM THE S.P.A. COORDINATOR

The focus of this issue is on water-related S.P.A. projects. Over the course of 3 years we have seen a fair number of well, irrigation, catchment, and latrine projects. There is no separate classification for water projects. Such projects, however, can receive funding as either agricultural or health projects. Wells and irrigation projects which aim to increase available water for agricultural purposes can be classified as food production projects and be funded using the original S.P.A. money. Water projects which target human consumption, potable water, and sanitation issues should be classified as health projects and be funded using the new Health S.P.A. funds.

Water projects, whether for agricultural or health purposes, can be highly visible and involve major construction. It is important to remember that the mere construction of a well or a latrine does not ensure success as an S.P.A. project. The community involved in the project should be learning:

- technical skills related to the project;

- how to organize and manage the project; and
- skills in working together to address other community problems.

Historically speaking, we have learned that projects involving construction are more likely to continue after the Volunteer leaves if the community is involved in the planning and design, and if it makes a significant cash or in-kind contribution.

The case study in this issue illustrates how some of these points can be addressed in the development of the project.

Volunteers and communities working on water-related projects can receive technical assistance from the Office of Training and Program Support (OTAPS). Money is available to conduct skill training in pumps, gravity-feed irrigation, well construction and repair, latrines, water lifting devices and more. Requests should be made through country staff. Recent and scheduled water related training activities can be found in the **Latest Events Section**.

Remember, if you have a project which would make a good case study, an issue you'd like to raise, or experiences you'd like to share with

others, send them to the S.P.A. Coordinator, OTAPS. We are looking forward to including field-generated materials in upcoming editions of the S.P.A. Network.

CASE STUDY: A WATER/SANITATION PROJECT

Background

Mbouleme is a village located approximately 100 kilometers south of Dakar, the capital of Senegal. Situated near the coast, Mbouleme's principal activity is agriculture.

In the village there is a three-room public school, established in 1961. To accommodate an expected increase in the student population, the School Director and officials of a parent's association designed and implemented a school expansion project. This involved the construction of an additional classroom which was supported by the U.S. Embassy's Self-Help Fund and contributions from the Mbouleme Parent's Association.

Following the initiation of the school expansion project, teachers were instructed by local ministry officials to establish a canteen to reduce the need for students to walk several kilometers each day to return home for lunch. Given that there was no serviceable well and no functioning latrines at the public school,

the canteen would be impossible. Therefore, the Peace Corps Volunteer assigned to Mboulème discussed with the community the idea of repairing the well and constructing two latrines as part of the school expansion project. The goals of this effort would be:

- to increase the supply of water which could support a school garden;
- to improve basic hygiene by constructing two latrines;
- to involve the community in school activities by utilizing parents and young men trained in gardening to teach the students basic gardening; and
- to enhance the organizational and managerial capabilities of the parent's association through direct skills transfer.

In the past, village projects had not required a substantial investment on the part of the villagers, and any attempts to undertake collective action had been difficult. This project, however, was both designed and initiated by the Parent's Association and the School Director. Even though they received outside funds, there was significant contribution and participation by the villagers.

Village participation in this case was 39% of the total cost of the project. For administrative purposes, the Parent's Association organized into three committees—materials, financial, and labor—to provide unskilled labor, to pay for skilled labor and to supply needed materials. The Association contracted the well-digger, procured cost estimates and sent a representative of the Association along with the PCV on visits to administrative and ministerial authorities.

The S.P.A. contribution of 61% financed materials needed for well repair, latrine construction, and gardening.

Project Results

The implementation period of this project was two months. During that time the well was completed and two latrines were built. In addition, the project led to:

- the production of a rainy-season garden which was supervised and supported by community men skilled in gardening;
- health education lessons which were developed and delivered by students and teachers; and,

- the training of rural students in practical, village-based skills.

Points to Consider

There are several factors which contributed to this project's success. The most important is that the community initially identified the problem and took ownership of the project. The role of the Volunteer was to support and guide the efforts of the community to insure the effective implementation and follow-up of project activities.

This type of project is significant in that it encourages the Parent's Association to initiate similar actions in the future, and will inspire other villagers to join them in organizing to resolve other community problems.

A second factor is that skills training in vegetable gardening was conducted at the village level by local individuals. The PCV was very effective in focusing the villager's attention on resources at their disposal, and in downplaying the need for outside assistance. Moreover, skills training prepares students to address the needs of the village in the future, and serves as a catalyst for potential income generating activities.

Finally, water projects like this one have diverse impacts and can be ideal opportunities to help integrate several community needs into one effort. This requires, however, strong planning, clear role definition and consensus on the expected outcomes.

LATEST EVENTS— WATER/SANITATION

The following events were supported by Technical Assistance/OTAPS. If you are interested in the proceedings/outcomes of any of the events, contact the country staff or S.P.A. Coordinator.

First Quarter/FY 86

Irrigation Workshop/Malawi: addressed the principles and practices of irrigation for PCV's working in irrigated agriculture.

Water IST/Mali: provided PCV's and counterparts with hands-on experience in 3 different well types (Sliding Cassion, Dutch Brick, and Senegal Plaster Method).

Water IST/Senegal: provided PCV's in Rural Development with technical skills for managing village-level water projects.

Third Quarter/FY86

Water IST/Haiti: covered watershed management and community development.

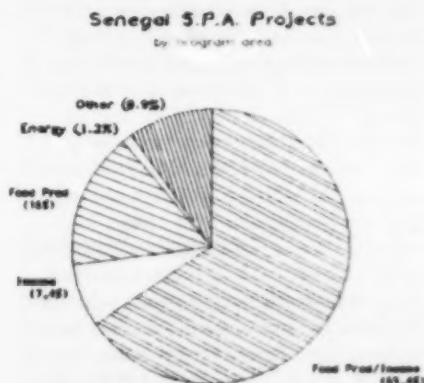
Sanitation IST/Malawi: focused on defective sanitation practices, construction of ventilated pit latrines and hand-dug wells with pumps. Also reviewed improved water resources and oral rehydration methods.

Water Resource Management IST/Mauritania: addressed site selection, well construction and rehabilitation, and writing of project funding proposals.

Health IST/Papua New Guinea: focused on health education and water sanitation.

S.P.A. Spotlight—Senegal

The Peace Corps program in Senegal, established in 1963, is one of the oldest. The country is situated on the coast of French West Africa within the Sahel region. There are currently 95 Peace Corps Volunteers in Senegal working in the technical areas of agriculture, forestry, fisheries, and education. Approximately 60% of the Volunteers work in the Rural Development/Animation sector which involves agricultural and water-related activities.



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Since its inception in January of 1983, the S.P.A. Program has supported approximately 90 projects in Senegal. The following chart summarizes the classification of S.P.A. projects in Senegal.

Of the projects that are classified as Food Production/Income Generation, over sixty percent have been village-level, water-related projects that have included well repair and construction, gravity-fed irrigation systems, and water-catchment reservoirs. Although the primary intent of these water projects is agricultural development, they provide secondary benefits in health and income generation.

A highlight of Senegal's water-related S.P.A. projects is that they promote involving the community throughout the life of a project. There has been a concerted effort made by PCV's to put ownership of projects into the hands of the community. They try to insure that the process of problem identification, planning, implementation, and follow-up be conducted first and foremost by the community. Remarkably, S.P.A. projects have easily met Senegal's 25% local contribution requirement, and in many cases have gone beyond that. PC/S also promotes the replication of successful S.P.A. projects so that several communities can benefit from the effectiveness of a particular project.

Recently, Peace Corps/Senegal received an additional US \$15,000 in health funds which it will use to support village sanitation, water-supply, pharmacy, and health education projects. As of yet, no project proposals have been submitted for this funding.

One unique component of Senegal's S.P.A. program is the use of regional PCV's in the development and review of proposals. Several PCV's have been trained in writing and reviewing project proposals, and these Volunteers are available to consult with other PCV's/communities who are developing project ideas. PC/Senegal has found that this reduces the amount of time required by APCD's in supervising the initial stages of a project proposal, and it increases the success rate of projects and their viability.

NETWORKING

What is the easiest way to acquire technical materials on the appropriation of technologies from a wide variety of sources besides contacting Peace Corps/ICE? How can Volunteer counterparts have access to the best how-to manuals published on four continents without hassling with foreign exchange? Is there some simple way to convert a cash donation into quality publications? The Socially Appropriate Technology International Information Services (SATIS) has recently implemented a book token scheme to bridge the gap between the producers of technical information and the users of this information.

SATIS is an association of approximately fifty organizations worldwide involved in the practical technologies of development. SATIS provides a means for pooling the resources of its members (the majority being in the southern hemisphere) and alerting interested parties through the publication of the SATIS catalog.

Since 1983 SATIS has published a catalog of materials which SATIS members and partners distribute. The 1986 catalog lists 1,500 titles. Many of these are available not only in Spanish, French and English, but also other languages such as Swahili and Creole. Books, pamphlets and audiovisual materials are available directly from the SATIS bookstores. This year's mail order catalog is the first to make the SATIS tokens available.

A token is a ticket-like coupon which can be purchased in any currency and used to buy materials in any currency from the SATIS bookstores. The token scheme allows for individuals in remote areas to have easy access to current information in a timely fashion.

The SATIS catalog and book tokens can be acquired directly from SATIS. However, the materials themselves must be ordered from the individual member bookstores within six months of catalog receipt. Include tokens with the order to avoid proforma billing. SATIS will reimburse unspent tokens within six months after their expiration. The value of the token is tied to the U.S. dollar and tokens may be purchased in lots of \$5. Minimum order is \$25. The prices in the catalog are fixed

and, when paying with the tokens, airmail is guaranteed. The catalog itself is a useful bibliography of development information and illustrates other areas in which SATIS promotes the popular development of the appropriation of technologies.

SATIS provides its members and others with the means to manage, exchange and disseminate information. The annual SATIS catalog is arranged according to the SATIS classification scheme which is a three-digit decimal system divided into eight macro subject groups. The scheme allows for further subdivisions with the second digit being the main subject and the third digit (one's place) being the specific subject. The classification scheme, scope notes on all subjects, cross-references and a thesaurus are available from SATIS for approximately \$US 20.00.

Another tool that SATIS uses to improve information exchange is its newsletter, published in English, Spanish and French, which appears nine times a year. The newsletter keeps members informed of projects, publications, research and other items of interest.

SATIS members and partners are involved in various activities in the following Peace Corps countries: Botswana, Cameroon, Costa Rica, Ecuador, Guatemala, Nepal, Papua New Guinea, Philippines, Senegal, Tanzania, and Zaire. Contact Peace Corps/ICE for further details.

If funds are available, ICE will provide one trial SATIS catalog and token set to all countries this year. When ordering directly from the SATIS bookdealers, be sure to check that titles are not already available free of charge from Peace Corps/ICE.

Conservation Audiovisuals

Another useful but very different source of information is the International Centre for Conservation Education (ICCE) based in the United Kingdom. The International Education Project of the World Wildlife Foundation (WRF) and the International Union for Conservation of Nature and Natural Resources (IUCN) joined forces in 1975 to form ICCE to provide a global focus

(continued on page 24)

Sector Updates

AGRICULTURE

Reversing Africa's Decline, Worldwatch Paper #65, by Lester R. Brown and Edward C. Woolf, 1985 (Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036) 81 pp. \$2.00.

A proposal to implement a resource-based development strategy in Africa aimed at arresting ecological deterioration in order to reverse the continent's decline. Analyzes the failure of the traditional investment approach as applied to Africa by the international development community. Stresses the need for a more locally-based, people-centered development effort rather than large, capital-intensive schemes. Points out the difficulties inherent in implementing the new strategy given the constraints of lack of intra-African and international cooperation, the need for social mobilization projects, etc.

Available free through ICE to all PCVs and staff working in agriculture.

ENERGY

Solar Census, Photovoltaics Edition, AATEC Publications, 1984 (AATEC, P.O. Box 7119, Ann Arbor, Michigan 48107) 201 pp. \$14.95.

A directory of organizations involved with photovoltaics, including manufacturers, suppliers, designers, R&D, education and information sources. Provides indexes to cross-reference contact names, specific subjects, and geographical location of the organizations. Mostly U.S. firms.

Available free through ICE to PC offices/resource centers incountry only; two copies per country.

EDUCATION

Small Gas Engines: Fundamentals, Service, Troubleshooting, Repairs, by Alfred D. Roth. 1985 (The

Goodheart-Willcox Company, Inc., South Holland, IL) 264 pp. \$14.95.

Provides basic information on small gas engines including their construction, the operation of their systems, their lubrication requirements, preventive maintenance and rebuilding. Written for students and do-it-yourselfers. Engines analyzed include one- and two-cylinder, two- and four-cycle gasoline engines. Also discusses rotary engines, diesel and LP-Gas engines.

Available free through ICE to PC offices/resource centers incountry only; one copy per country.

Understanding and Measuring Power, by American Association for Vocational Instructional Materials, 1978. (American Association for Vocational Instructional Materials, 120 Engineering Center, Athens, GA 30602) 75pp. \$5.50.

Designed to help train students in the fundamentals of power technology in order to provide them with the skills necessary to test the power output of electric motors, internal combustion engines, and power take-off units. Very valuable for determining the power specifications of engines and motors required to perform particular tasks. Highlights the special characteristics of farming and industrial tractors. Presents a step-by-step teaching method which begins with basic theoretical premises and develops them into practical principles and applications. Strong emphasis on safety precautions.

Available free through ICE to all PCVs and staff working in related projects.

HEALTH

Community Health, edited by C.H. Wood, J.P. Vaughan and H. de Glanville. 1981 (African Medical and Research Foundation, P.O. Box 30125, Nairobi, Kenya) 478 pp. \$3.85.

Used as a basic textbook for training medical assistants in Tanzania. Volume provides a comprehensive treatment of all aspects of community health with a focus on local con-

ditions. Discusses in detail sociological issues such as relationship between behavior, environment and health, the importance of demographic data and the patterns of health and disease. Covers administrative issues of community health services. Explains techniques for obtaining information about community health practices, improving sanitation and providing immunization. Also covers child spacing (birth control) health education, control of communicable disease, and maternal health care.

Available free through ICE to all PCVs and staff working in related projects.

S.E.D.

The Private Marketing Entrepreneur and Rural Development, edited by Malcolm Harper and Richard Kavura. FAO. 1982 (UNIPUB, P.O. Box 1222, Ann Arbor, MI 48106) 155 pp. \$8.75.

A collection of case studies showing the role private entrepreneurs play in marketing the produce of small-scale farmers. Studies from 13 countries representing Africa, Asia, Latin America and the Caribbean are written by professional people familiar with private enterprise. Cases are presented in three groups: businesses marketing perishables such as meat, fish, fruit and vegetables; businesses selling equipment to farmers; businesses marketing staples. Asks that the services these businessmen render be evaluated in the light of the contribution they make to satisfying consumer needs.

Available free through ICE to all PCVs and staff working in related projects.

Water/Sanitation

Rain and Stormwater Harvesting in Rural Areas, a report by the United Nations Environment Programme. 1983 (UNIPUB, P.O. Box 1222, Ann Arbor, MI 48106) 238 pp. \$25.00.

(continued on page 24)

for practical conservation education activities in developing countries.

ICCE places great emphasis on the production of simple, low-cost, quality education materials using facilities on location. ICCE offers training, consulting services, educational materials, and mobile units and equipment.

The advisory and consultancy services ICCE provides to governments and organizations cover all matters relating to the establishment and management of national conservation education programs. The training courses offered to nationals of developing countries by ICCE cover in-depth, hands-on study of the production of conservation education materials. The courses also allow trainees to produce AV programs, pamphlets or posters in bulk for use in their countries.

ICCE currently offers over 100 different filmstrips and slide-tape programs (some now available in videotape) on conservation and the environment. The Conservation and Development series includes AV programs on desertification, renewable energy, and case studies of The Gambia and Zambia. The programs are available as filmstrips or plastic-mounted slides and cassette commentaries (many in various languages). Program production is often done on-site in close collaboration with other local conservation organizations. ICCE encourages co-operative production for mutual benefit in creation and distribution of AV programs.

ICCE takes education to the field in its mobile units for conservation. The units can travel to remote areas and perform to an audience of over 1,000 people using its powerful public address system. The unit includes displays, AV programs and cameras and recorders for creating additional local resources.

For more information on programs available from ICCE or other equipment and services write to:

International Centre for Conservation Education
Greenfield House
Guiting Power
Cheltenham, Gloucester, GL54 5TZ
United Kingdom

Forestry and Natural Resources Collaboration

Collaboration comes in many forms: man-hours given in training, programming and assessment consultations; material support in the form of grants, matching funds or equipment to help in the implementation phase of a project; technical information exchange. The agencies which have worked closely with the Forestry and Natural Resources Sector of OTAPS in the past are listed below. Please feel free to contact the Sector for assistance in reaching these agencies.

- American Forestry Association
- African Wildlife Fund
- Assorted Colleges and Universities
- Catholic Relief Services
- Centro Agronomico Tropical de Investigacion Y Ensenanza (CATIE)
- East-West Center
- Host Country Governments
- Institute of Tropical Forestry
- International Council for Research in Agroforestry (ICRAF)
- International Institute for Environment and Development (IIED)
- Man and the Biosphere
- National Park Service
- Nitrogen Fixing Tree Association
- Pan American Development Foundation (PADF)
- Patuxent Wildlife Research Center
- Peace Corps Partnership Program
- Society of American Foresters
- UN/FAO/World Food Programme
- USDA Forest Service
- US Fish & Wildlife Service
- World Wildlife Fund

Many of the agencies know the value of a Returned Volunteer (RPCV) through years of working with Peace Corps. Professional societies often seek out RPCVs to work with their projects. Universities have indicated an interest in similar services. The same organizations you now work with can use your expertise after you leave the Peace Corps. Think about it.

(Sector Updates—from page 23)

A world-wide summary of the ways rainwater and other forms of precipitation are collected, stored, treated and distributed. Discusses the uses of roofs, ground catchments, contour terracing, silt traps, check dams and canals. Includes an evaluation of various harvesting schemes. Makes recommendations and gives criteria for pilot projects.

Available free through ICE to PC offices/resource centers incountry only.

Small Scale Irrigation, by Peter Stern, 1979 (Intermediate Technology Publications Ltd., 9 King Street, London WC2 8HN, UK) 152 pp. \$6.65.

Covers the basics of developing low-cost irrigation systems for small-scale cultivation. Assumes the reader is working in an isolated rural area and has limited background in science and technology. Defines small-scale cultivation as 20 hectares or less. The first of the three major sections discusses the problems of time, labor and resources created by a change over from rain-fed to irrigated cultivation. The second treats irrigation practices such as moisture conservation, surface, subsoil and overhead. The third explains planning and design. Generous use of illustrations, charts and graphs helps to explain concepts.

Available free through ICE to all PCVs and staff working in related projects.



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PEACE CORPS

HOME ECONOMICS AND NUTRITION

NEWARK PUBLIC LIBRARY

JUL 3 1984

U. S. GOVT. PUBS.
DEPOSITORY 376



THE TOUGHEST JOB YOU'LL EVER LOVE

PE 1.2:

Volunteers tell me they get more than all they give during their years of Peace Corps service, as I hope you will decide to find for yourself.

*Loret Miller Rupp
Director*

Men and women trained in home economics and nutrition are needed as Peace Corps Volunteers in countries around the world. Developing nations in Africa, Asia and Latin America need skilled, ingenious, energetic and adaptable volunteers.

Human energy and the capacity for innovation depend on good nutrition. Although more and more information is available to developing nations, many people who could benefit from it are not being reached because of a shortage of trained personnel, funds and grassroot organizations.

Peace Corps Volunteers with degrees in home economics, nutrition or dietetics—with practical experience—are needed for:

- Diet planning
- Demonstration of proper food use and storage
- Counseling in mother and child nutrition
- School lunch programs
- Sanitation and health projects
- Vegetable and small animal production
- Commercial handicrafts production

Your knowledge will not translate directly into immediate use in your new surroundings. You must understand both technical and cultural barriers, and then, working with the community, try to find answers to the problems you discover.

Home Economics/Nutrition is only one of the areas for which Peace Corps Volunteers are needed. For information about other assignments, contact the Peace Corps office in your vicinity.

A Problem of Size

Bruce Hattaway, a nutrition and foods graduate, served as an administrative dietician in a 200-bed hospital in the Kingdom of Tonga. "My job was to make the food service as healthy, efficient and economical as possible. I also tried to teach the hospital workers, patients and their families good nutrition." Tongan men value size as a sign of prosperity and power, so obesity was a problem, which caused diabetes and hypertension. "It was difficult to ask a man who was used to eating several pounds of taro, yams or sweet potatoes daily to eat only eight ounces—and to substitute vegetables he had never eaten before for the bread he loved," Hattaway said. He started a low-calorie diet program, wrote articles for the hospital newsletter and did a radio program twice a month. He lived with other Peace Corps Volunteers and made friends with his Tongan neighbors by visiting with them and trying to learn their language.



Experience at Work

Alberta Lee raised her family and became a licensed practical nurse. As a Peace Corps Volunteer, she was assigned to Mali as a nutrition teacher, where she taught classes and began a garden project to supply a variety of vegetables. "Malnutrition is widespread, because of the drought in the 1970's," she said. On a typical morning she weighed babies in a maternity clinic and counselled mothers. In the afternoon she inspected the village vegetable gardens. Her seniority was an asset in the traditional society around her. "I didn't have problems adjusting to the people, because they were welcoming, kind and generous. They respected me, because of my age, and I had no difficulty winning their confidence."



Game Time

Jodi Otto had a bachelor's degree in psychology and sociology and a master's degree in guidance and counseling. She headed a nutrition program in Honduras where she developed exercise classes for children of all ages. "Malnourished children do not develop as quickly as they should. This program helped us spot the ones who needed more attention," she said. "We did artistic things to music and introduced modern dance. The children strengthened their muscles, improved their coordination, and had fun, too." The children's usual diet of tortillas, rice and beans was supplemented with vegetables grown under her direction. She shared a small house with another volunteer, where their neighbors were nearby and aware of everything they did. "Sometimes I felt as though I was living in a goldfish bowl, but speaking Spanish I understood that their curiosity was friendly."



Peace Corps... the f

Peace Corps Facts

Skilled people are needed by the Peace Corps. They must be adaptable, highly motivated and able to function with a minimum of support. People of host countries attach great importance to a volunteer's attitude and personal relations.

Volunteers must have the flexibility to adjust to difficult situations and the openness to learn and adjust to unfamiliar surroundings. It's called coping with culture shock.

As a volunteer, you will live within the community to which you are assigned and become integrated with its activities. You will be making a commitment to devote your skills and experience in service to others and give two years of your life in the belief that one person can make the difference.



Peace Corps Regulations

- You must be a U.S. citizen.
- The minimum age for a volunteer is 18 years, but few applicants under 21 have the skills and experience to qualify.
- You must meet medical and legal requirements.
- You will receive training, usually 8 to 16 weeks, to adapt your skills to your project area.
- Medical care and transportation are provided.
- You will receive a subsistence allowance that will permit you to live at the level of your host country co-workers. It starts when you begin training.
- At the end of your service you will receive a readjustment allowance of \$175 for every month of training and service.
- Your references and background will be checked to assess your skills, experience and ability to relate to others in new surroundings.
- Only in rare cases does the Peace Corps accept volunteers with dependents.



oughest job you'll ever love

Peace Corps Offices

Peace Corps has 15 area recruiting offices nationwide. Check the white pages of your telephone directory, under U.S. Government, for the office nearest you, or write:

Peace Corps
Recruitment Office
806 Connecticut Ave., N.W.
Washington, D.C. 20526

You can call Washington, D.C. toll free at
(800) 424-8580, ext. 93.

There is no discrimination by the Peace Corps because of race, color, national origin, age, political beliefs, sex or religion. Anyone who feels discriminated against by the Peace Corps may write to the Office of Compliance, Peace Corps, Washington, D.C. 20526.

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PEACE CORPS TIMES



25th Anniversary Photo Contest
PE 1.9:

July/August 1986



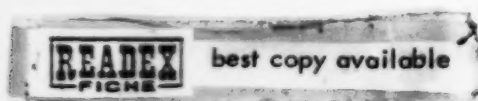
About the Cover ...

This photo was a winner in the Peace Corps Portraits category. It was taken by Brian Fox, RPCV Niger, 1974-1976.

The above photo was a winner in the Peace Corps Friends at Work and Play division. It was taken by Joanne Townsend serving in the Philippines. The Volunteer in the photo is Karen Gerdes, Volunteer of the Year from the NANEAP Region, a lucky coincidence.



Women at Work is what we have entitled this excellent photo of rural life in West Africa. It was taken by RPCV Gail Baker, Liberia 1981-1983 and was a winner in the Peace Corps Friends at Work and Play category.





PCV Regina Russo, posted on the central Philippine island of Bohol, took this captivating photo, a winner in the Peace Corps Friends at Work and Play category. The picture of a Filipino woman and Southeast Asian baby in an exotic headdress was taken in Cebu City. Russo COSed in April.

From the Director

In our 25 years of Peace Corps, no small factor in the success we have had is the quality and devotion of overseas staff who are host country nationals. These staffers are recognized from time to time amongst the staff, but recently I received a copy of a tribute to a staffer written by Volunteers, which I would like to share with you. The staff member is APCD Ahmed Morabet of Morocco and the Volunteers were at their Close of Service meetings.

"It is often said that an institution is a shadow of the man whose efforts have turned a vision into a reality. We have been extremely fortunate to have worked with and for a man whose wisdom, insight and compassion have greatly enhanced our service.

"Our APCD Ahmed Morabet is an exceptional individual. A list of those occasions on which Ahmed has gone beyond the call of duty would take pages. A few items must suffice. On learning that two of his female Volunteers were being harassed on the street by a crazy man, Ahmed

went to their site and followed them around hoping to catch the lout and turn him over to the authorities. Another Volunteer learned of his father's impending heart surgery and headed for Rabat. He was met at the train station at ten at night by Ahmed, and taken to his home where he received kind words and a peaceful night's sleep. Ahmed made a plane reservation and paid for the ticket thus greatly expediting the emergency leave procedure and greatly easing a stressful situation. In short, there is little that Ahmed will not do to support his Volunteers.

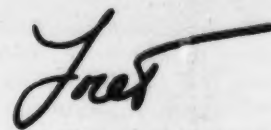
"Having a host country national as an APCD had been an inestimable help. Ahmed is privy to the often frustrating way the "system" works here and is very effective at transferring to his Volunteers the importance of viewing our work as part of the process that is institution-building. His willingness to persevere in pursuit of quality services for the disabled in Morocco has been unflinching.

"It is not unusual to find sensitive, hard-working, intelligent people in Peace Corps. We just thought it was time to sing the praises of one such man. We thank you for hiring him, as we thank him for helping make our time here so worthwhile."

The COSing Rehabilitation
Volunteers

Rabat, Morocco

I would like to join these Volunteers in thanking Ahmed Morabet and those many, many other host country staff who have helped make Peace Corps and our programs successful throughout the past 25 years.



Loret Miller Ruppe

* * *

Editor's Note: We hope to feature more host country staff in a future issue of the Times.

Anniversary Contest Winners Announced

Peace Corps Times is delighted to present the winners of the 25th Anniversary Photo Contest. The winning photos are featured on the four cover pages and on pages 1, 2 and 24.

We would like to point out that some photos reproduce in print better than others. In some cases the contrast in a color photo is what "makes" the picture. Unfortunately, the *Times* only prints in black and white so a bit of the impact may have been lost in the transformation.

The categories and winners are as follows: Portraits—Brian Fox and David Hardenbergh; Humor—Nancy Kelly; Peace Corps Friends at Work and Play—Regina Russo, Gail Baker, Jeremy Clark and Joanne Townsend. We thought you might like to know a little bit about the winners.

Brian Fox served in Niger from 1974 to 1976 in a reforestation project, Operation GAO. The goal of the project was to plant the nitrogen producing *Acacia albida* trees in cul-

tivated fields to improve soil fertility and thus, land productivity.

David Hardenbergh was a math and English teacher from 1981 to 1985 in the village of Rumjatar in eastern Nepal. When he submitted his entries he was in the master's program at the School for International Training in Brattleboro, Vermont.

Nancy Kelly, South Korea 1979 to 1981, worked as a maternal/child health worker in a rural maternity center in Kosong. Kelly did her undergraduate work in Asian studies at the University of Virginia and received a master's in health science from Johns Hopkins University in 1984. She is currently with the National Council For International Health in Washington, D.C.

Regina Russo just recently finished her assignment in the deaf education program in the Philippines where she had served since 1982. She received her degree from Gallaudet College.

(Continued on page 10)

Peace Corps Times

Peace Corps Director

Loret Miller Ruppe

Deputy Director

Edward Curran

Public Affairs Director

Hugh O'Neill

Peace Corps Times Editor

Dixie Dodd

The *Peace Corps Times* is published by the Peace Corps, Washington, D.C. 20526.

The views expressed in *Peace Corps Times* are those of the individual writers and do not necessarily represent the official position of the Peace Corps. The Director has determined publication of this periodical is necessary in the transaction of the public business. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget.

A Letter From The Philippines

Greetings to all throughout the Peace Corps world from the Philippines! In light of recent events here I feel compelled to share with PCVs everywhere a little bit of what it was like to witness a "revolution." The experience gave me, I felt, an extra "bonus" lesson in human nature beyond the lessons we all learn as part of the Peace Corps experience.

During the short (by American standards) two months of campaigning, I and my fellow PCVs here somehow remained apolitical, albeit with difficulty at times. The fiesta-like atmosphere of the campaign helped in this respect, making the whole process seem like a big party to which we, as foreigners, were reluctantly not invited. But the seriousness of the matter showed as the party spirit gave way to nervous anticipation in the days just before and immediately following Election Day. Having been in-country for nine months, I was somewhat attuned to the people in my town and could sense the anxiety as I walked around. The normally cheerful, "nothing gets me down," Filipinos were going about their daily business in an almost somber mood, as if in mourning.

Then during the next two weeks after the polling, as the results came in slowly and both candidates claimed victory, the anticipation turned to indignation, the anxiety to anger. The typhoon welled in peoples' hearts and heads. I happened to be in Manila for a part of those two weeks, where I witnessed the burning of an American flag in front of our Embassy, felt the resentment from a normally friendly populace, caught the suspicious glances of passers-by. I read in newspapers and watched on TV from my hospital bed the battle lines being drawn as the National Assembly declared one candidate the winner and the other candidate held a massive rally for self-proclaimed victory. I imagined as a worst-case scenario a civil war exploding with a brother-against-brother blood bath at least on the scale of the current South African situation, if not proportionate to the horrors occurring in post-independent India and Pakistan in

1947-1949. I thought to myself, "These are not the same Filipinos that I've known and come to love!"

A few days after I returned to my province, the revolt by some key incumbent officials happened and it appeared that a massacre would begin. The anxiety returned in a heightened form as a nation leaned over its radios, straining to hear whether or not their President would order soldiers to fire on their brothers-in-arms, in the process unavoidably also firing on the thousands of civilians clustered between the two factions protecting their new found heroes; whether those same soldiers would obey such orders, if given.

Those four confused and tension-filled days were not without comic relief, as people joked that they had inaugurated two Presidents within two hours. The true Filipino spirit still shone through the gloom. But the nation held its collective breath as the radio reported tanks and helicopters advancing on the rebel stronghold and the mass of unarmed civilians surrounding it. Some wept silently for their country as they listened. The tears turned to cheers however, as the helicopters landed inside the opposite camp and the troops within came out brandishing smiles instead of guns, announcing their support for their brother soldiers' show of conscience; and the tank troops disembarked to shake hands with the crowd they were sent to disperse. It now appeared that the few casualties incurred in fighting for control of the TV transmitters and stations would be the only blood spilled.

As this real life morality play achieved its anti-climax, with Marcos leaving the country only hours after his "inauguration," I began reflecting on the wonder of the whole situation. In retrospect, I thank God that my thoughts of a blood bath proved an overreaction. Also, that I underestimated the leadership of Corazon Aquino, the strength of her supporters and the depth of their commitment to peaceful change, to avoid the waste of human lives. I also gained a fuller respect for the Filipino people, much as they gained

a deeper self respect. They achieved a moral victory of world significance, led by a widowed housewife reluctantly turned into a modern day Gandhi. Maybe I'm a naive idealist to believe former loyalists when they talk of cooperation and reconciliation, but the events of February 1986 in the Philippines should make us all, in these cynical times, have just a little more faith in mankind to correct our mistakes.

My own faith in Christian morality, in nonviolent struggles for justice, in women as leaders at least as capable as men, and the basic inherent good of human beings if they would only follow their consciences, have all gotten a booster shot from this experience. I'm proud of the people on both sides who refrained from violence in a very volatile situation. I'm proud of the former loyalists for their spirit of reconciliation and working together. I'm proud to be an idealist once in a while, cherishing this opportunity to work for development where people have a fresh, can-do attitude. And, I'm proud to say that my love for the Filipino people has deepened considerably.

Mabuhay Ang Pilipinas. (Long live the Philippines.)

PCV Todd R. Johnson
Sara, Iliilo
The Philippines

Marsha Swartz, RPCV/Uganda 1967-68 and former Peace Corps recruiter at the University of Oregon, is looking for volunteers to help with data for her thesis. She is preparing work for her masters on the role of women's organizations in development efforts in Africa. She would like to talk with any RPCVs or PCVs in the field about their experiences working in this project area. Please call her at (503) 687-8227 or write to her at: Marsha Swartz, 309 West 22nd Street, Eugene, Oregon 97405.

A Living Legacy—An Energy Farm

April 19 was a very busy day for Peace Corps/Dominican Republic. It was the culmination of many weeks of planning by the forestry Volunteers ... to give a living legacy, an energy farm, as a gift to the country in celebration of Peace Corps' 25th Anniversary.

On that special day, 2,000 trees were planted near Rio Arriba on some ten acres donated by Senor Pununo Herrera. Another 3,000 trees are slated to be planted at a later date.

The planting of the tree farm and other activities which included a program by the local students attracted 650 people including members of the community, the U.S. Mission, Girl and Boy Scouts.

The venture was a result of cooperation of the government and the private sector; the Secretariat of Agriculture, the Forestry Commission, Rio Arriba Public School, Bani Rotary Club, San Jose Development Association, Bani School for the Deaf and Rio Arriba PTA.

PCVs supervising the planting were: Richard Trostel, Mark Neggars, Kathy Burns Neggars, Howard Weston, Robert Foster, Frank Adams, Susan Miller, Mark Bagley, Jennifer Cummings, John Weed, Dan Lewis, Dan Forbis, John Malzewski, Bea Crayatta, Brian Wilson, Laura Miller, Cheri Robartes and Chris Jepson.

Since the April event, Peace Corps/Dominican Republic has received three more requests for similar plantings.



Forestry Volunteer Mark Neggars (far right) who was in charge of the project, dispenses seedlings to (l to r) AID staffer; Robert Reid, PTO; Angel Ripol, APCD/Agriculture and PCV Bea Cravatta.

Peace Corps/Dominican Republic held its first conference for non-traditional (50+) Volunteers on June 15, according to Mila Brooks, to discuss their special needs and experiences. The Dominican Republic has 18 Trainees and Volunteers in the non-traditional group which is more than twice Peace Corps' worldwide average of five percent. According to Brooks, the Dominican Republic is developing a pilot language training model in an effort to make language learning easier for this particular group, something Peace Corps has been planning for some time.



Peace Corps/Dominican Republic Director Mila Brooks (in cap) helps plant one of the 2,000 trees.



PCV Brian Wilson (at right in sunglasses) supervises pick and axe groundbreaking work.

Peace Corps Cache At The Smithsonian

Buried in the depths of the Smithsonian is a cache of Peace Corps treasure awaiting discovery. In the catacombs of the Institution's Museum of Natural History are the National Anthropological Archives ... returned Peace Corps Volunteers' diaries, journals and letters home, photographs and newspaper clippings, invitations to official and royal ceremonies, calendars in strange languages and many other recorded memories.

According to the *Archives Guide*, "In 1975, Herman Joseph Viola, the director of the National Anthropological Archives; Saul Herbert Riesenbergh, the curator for Oceania ethnology in the Smithsonian's Department of Anthropology and Dirk Ballendorf, assistant chief of programs and training for Peace Corps operations in North Africa, the Near East, Asia and the Pacific, (NANEAP) worked out a program whereby the archives would collect materials of former Peace Corps Volunteers. In addition to photographic and other materials of potential use to many researchers, the collection was intended to document the impact of the Volunteers on host countries and the experiences of the Volunteers in working in foreign cultures."

As with most Peace Corps experiences, the documents record many highs interspersed with a few lows. David Anderson, RPCV/Philippines 1973-1976 had this to say on October 20, 1973. "Today was the hardest day of my life. I had to say goodbye to all of my loved ones." His comment for the next day was, "Today was non-existent due to crossing the international dateline." Two and a half years later, May 5, 1976, half a world from the Philippines and back at home his entry was, "... hitched a ride to Alcester with a guy in a pickup. Surprised everyone (at home). Got to see my new niece for the first time. Cynthia and Larry are expecting a baby of their own in November. It's great to be home!"

From Peter Baran, RPCV/Antigua, 1975-76 there is a single, 17-line poem and a cover design for a Peace Corps medical manual dated November, 1975.

Dorothy Wood, RPCV/Tunisia, 1970-71 contributed 19 letters, drawings of doors and archways and an original hand-drawn map of Tunisia.

Reading between the lines of a two-inch stack of letters written home to "Dear Mom and Dad" ... averaging two or three times a week,

four or five pages each ... was an element of sadness and homesickness. But that Volunteer stuck it out for the full two years.

Lula Alice Miller, RPCV/Nepal I, 1962-64, earned her bachelors at Bridgewater College, Va. in 1922 and her masters in biology at the University of Virginia in 1926. Thumbing through her donated collection we came upon her journal entitled "The Yellow Balcony."

In part it says, "When the 70 Peace Corps Volunteers were assigned to eight localities in Nepal in September, 1962, three of us had rooms in an exminister's old Rana house. It was fortunate that I could move from first floor quarters where mildewing would have been unpreventable. Only this house in the Kel Tore bazaar area (of the Kathmandu Valley) has yellow mortar balconies; the middle one is mine. My neighbors have hand carved ones, possibly 13th or 10th century ones. My room has a latrine. On the same level, 11 looms, bamboo-mat protected, begin shuttling by 6:30 a.m.

"This is a land where it is against the law to change your religion, a Hindu-Buddhist stronghold, (but) a land where Christianity is being lived, certainly in the healing ministries of hospitals. Shanta Bhawam (United Mission Hospital) is not only international, but inter-denominational, the first of its kind in the world. At the time of its establishment, 1954, Nepal had four nurses for its nine million people."

Taken randomly from her "Yellow Balcony" are these entries ... "Some Peace Corps girls prefer their mud floors since they are warmer than raw cement. Food is usually served on the floor.

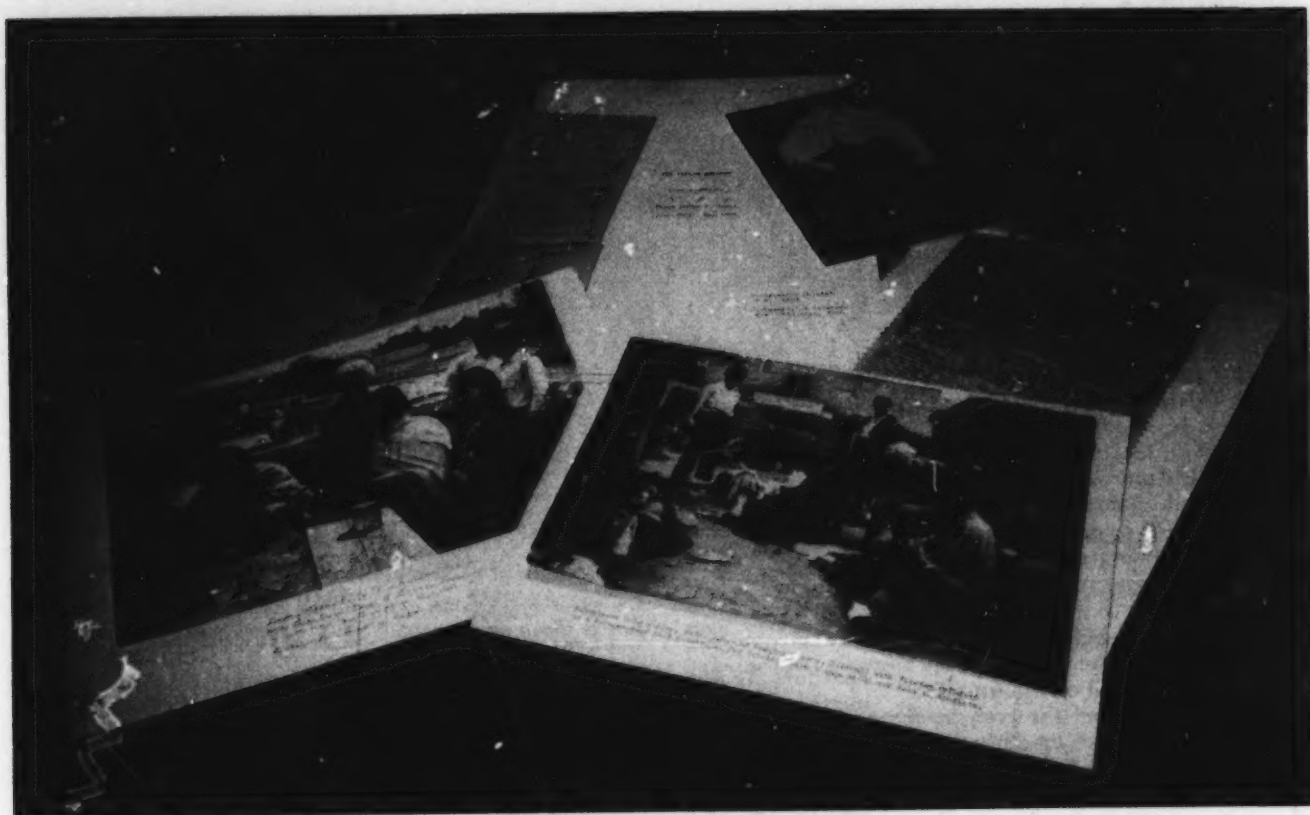
"When visiting a shrine, always pass from left to right.

"The monsoon is *monsoon*. If the great black umbrella is looked on one's arm upon rising, it is good for the sun, good for rain and especially (good) for prestige. No gift for a servant is more acceptable after being with a (local) family for a year than the great black umbrella."

She quotes from a student's paper, "My teacher told me I was a good Brah (man, min). Please check for spelling; one is a cow."



Smithsonian's Museum of Natural History which houses the National Anthropological Archives.



Sample of Peace Corps collection at the National Anthropological Archives includes documents from RPCV Lula Miller.

(Photos—Gloria Ross)

In 1963 this entry appeared ... "One year has passed since we began training in George Washington University. The second year is going too fast as now I can see some accomplishments. Already plans are being formulated for return to the States."

On March 6, 1964 she wrote to a friend ... "Surface (mail) is slow. Tonight I'm celebrating Christmas with your beautiful, slightly too warm pajamas which came today."

In one of her last letters, RPCV Miller said, "I'm chewing one of my last minute Nepali gifts ... beetlenut, with slack lime and sen sen folded in a special green leaf. Will my teeth get red chewing this gift just once? Before me (is) a large bronze plate with food ... sliced masu (meat), a meat patty, two kinds of peas, chura (flat rice), a cut of hot meat and potatoes in thick broth, separate bowls of diced tomatoes and onion rings, flat rice in ghee, bone marrow rolled in prickly tissue and (taken) from someplace in a water buffalo. (At

this point I wondered how my Ascaris, my large roundworm, was taking it. Lab tests this week showed few eggs. Tonight I take seven more horse-size tablets.)"

Miller's final entry was ... "Since departing from the Peace Corps (I'm asked) what do you do with your time? This merits frowns, thus (brings) wrinkles."

Lula Miller continued to volunteer with local organizations when she came back to live in her hometown of Bridgewater, Va. She built a new home for herself which she eventually gave to the nursing home where she lived her last years. Peace Corps offers posthumous kudos to RPCV Miller, 1901–1986, one of the first Senior Volunteers, with the first group in Nepal and among the first to give her Peace Corps memories to the Anthropological Archives at the Smithsonian.

According to James Glenn, Acting Director of the Archives, the Smithsonian is still seeking personal pa-

pers of returned Volunteers. He shared a press release with the *Times* that we would like to quote in part.

"The Smithsonian is convinced that scholars in the future will discover a wealth of data about relatively little known peoples and events in a heretofore untapped source: the diaries, journals and correspondence of former Peace Corps Volunteers.

"With this in mind, Herman J. Viola, director of the National Anthropological Archives at the Smithsonian, is alerting all present and ex-Volunteers that the Smithsonian Archives is interested in their papers if they care to donate them.

"In addition to Peace Corps journals and diaries, materials of interest to Viola are letters written home, sketches made by Volunteers or people they worked with, photographs of unusual interest and tape recordings. Particularly valuable, he said, are topics dealing with natural phe-

(Continued on page 8)

Partnerships Ready To Fund Projects

When Senegal Volunteers Martha Holleman, Sharon Eddy and Theresa Glowacki sent project proposals to the Peace Corps Partnership Program last year, they had no idea what that simple act would lead to. At first, all went as expected—the projects were accepted and funded. Construction began on a primary school, a women's center, and a new room for a school. Each started a cross-cultural exchange of letters, photos, artifacts, with her respective U.S. Partners.

The surprise came when the three Volunteers learned that their projects would be featured in the new Partnership film. Cameras, sound equipment, and light meters (all with people attached) soon descended on their villages, bringing disruption, confusion, and a lot of fun. The villagers attempted to go about their daily routines although of course it was difficult to ignore all the hullabaloo. But finally all of the on-site work was finished and the crew returned to complete the shooting and production in the U.S. Life in the villages returned to normal. The final result was two lively, descriptive films, showing the Volunteers and villagers working on their projects, and their U.S. Partners with the cross-cultural packages the villages had assembled.

The films are being used as an introduction to the Partnership Program for prospective donors—schools, foundations, RPCV groups church and community organizations. The Partnership Program has had a very successful year all around. The films have been delivered, teachers and others are more interested than ever in the cross-cultural exchange available through Partnership, and donations are up by 100% over this time last year, to \$200,000!

That means your projects can be funded quickly. Right now, there's money waiting for projects in Maternal-Child Health Care in Africa; for projects of any sort in the Philippines, Ecuador, Costa Rica, Thailand, Honduras or Paraguay. Your Peace Corps office should have Partnership Volunteer Handbooks describing the proposal guidelines and the exchange with your U.S.



The pupils at N'Diane's new school wait patiently as cameraman Russell Pariseau and his assistant, Nick Blair, prepare to film a new scene.

Partners. If not, please write Partnership (via the pouch or international air mail) at: Peace Corps Partnership Program, Room M-1107, 806 Connecticut Avenue NW, Washington, D.C. 20526. One final thing:

a thousand thanks to all the Volunteers who are already helping their U.S. Partners get to know their corner of the developing world a little better.

(Cache—from page 7)

nomena, cultural norms, narratives, eyewitness accounts of historical events and anthropology.

"I am simply astounded at some of the events of significant historic interest that Volunteers have been associated with in one way or another," Viola said, "The Peace Corps Volunteer who works in a foreign society for several years often has an entirely different perspective of an event or development than has a visiting scholar."

"The Smithsonian has been associated with the Peace Corps since 1971 in a cooperative program which seeks to identify qualified applicants in the fields of ecology and the environmental sciences and to help develop suitable assignments to employ their skills in developing countries."

Acting director James Glenn advises that Peace Corps Volunteers wishing to contribute their papers wait until they have returned to the United States. Then they should write to him at National Anthropological Archives, Smithsonian Insti-

tution, Washington, DC 20560 describing what they have. Glenn will respond with advice on what is desired and will supply a short legal form to the donor. In some cases upon request copies of material contributed will be made and returned with the originals retained by the archives. Postage charge within the United States will be covered by the Smithsonian.

Glenn said that access to the archives is limited to qualified scholars who are conducting research. Materials may also be designated "restricted" by contributors wishing to retain a copyright.

Keep those letters, lesson plans and mementos, COSing Volunteers. And to the RPCVs already at home, look through those shoe boxes of Peace Corps papers. You, too could be a part of American history.

"Test Your Peace Corps Knowledge," a special ongoing feature, will begin in the next edition. Save your back issues of the *Times*.

Peace Corps Receives International Award

The National Arbor Day Foundation has chosen Peace Corps as the recipient of its International Project Award. George Mahaffey, forestry and natural resource program manager, accepted the award at ceremonies held recently at the foundation's headquarters in Nebraska City, Neb.

"For 25 years the Peace Corps has been one of the few international volunteer organizations to offer forestry assistance to developing countries by working directly with the rural poor. Five hundred volunteers are now working in forestry and natural resource programs in 43 nations, teaching people to help themselves toward better lives," the foundation said.

Two Scholarships Honor Memory Of Carl Malmberg

Two of Carl Malmberg's life-long ambitions were to be a part of the Peace Corps and to bicycle across America. Unlike many of us, Malmberg realized both of his goals. He served as a Volunteer in Lesotho from 1980 to 1982 and, in the summer of 1983 he cycled alone from California to New York in 43 days.

In February of 1984, RPCV Malmberg was killed while biking home from classes at the University of Maryland.

At a ceremony at the University of Pittsburgh on May 22, 1986 two scholarships were established in the memory of RPCV Carl Paul Malmberg/Lesotho 1980-1982.

The program included the presentations by Malmberg's father, Dr. Paul R. Malmberg with acceptances by Dr. Roger Benjamin, Provost of the University and Larry Knapp, Episcopal Church Administrator. Remarks were made by E.S. Khoali, First Secretary of the Embassy of the Kingdom of Lesotho and Judith Hermanson, Chief of Program and Training for the Africa Region, Peace Corps/Washington.

In recognition of RPCV Malmberg's dedication to the people of Lesotho, his family established from his estate the Carl Paul



Pictured with George Mahaffey are Maxine Morrison, coordinator of the national awards ceremonies and Elise Cunningham, chairman of the Arbor Day National Awards Committee.

Malmberg Memorial Fund at the University of Pittsburgh for graduate students from Lesotho. Interest from the \$50,000 ongoing fund will support one full-time graduate student each year.

That recipient will pursue studies in science, agriculture, conservation, water resource management or other areas relevant to the pressing problems of Lesotho. The student must demonstrate academic abilities necessary for successful graduate study as well as the resolution to return to Lesotho to teach or engage in other pursuits which would benefit the people of that country.

The second, the Carl Paul Malmberg Scholarship Fund for students at St. Stephen's High School, Mphahle's Hoek, Lesotho was created in consideration of his strong interest in the students whom he taught while he was a Peace Corps Volunteer at that school.

Valued at \$20,000, it is estimated that the interest from that fund will be sufficient to pay for fees, books, uniforms and other expenses for three or four recipients each year. Those chosen will be selected by a committee chaired by the headmaster from applicants who evidence ability, need and character.

RPCV Malmberg was born in Pittsburgh in 1957 and received his bachelors degree in molecular and cellular biology from Carnegie-Mellon University in 1980.

Tuvalu RPCVs And Stamp Collectors

The Pacific Island nation of Tuvalu has issued a stamp commemorating Peace Corps' 25th Anniversary. Designed by RPCV Gloria McConnaghy, the First Day Covers (envelope with a blow-up of the stamp, the stamp and a special cancellation) are available by sending \$1 to Frank Hoy, MBE, General Post Office, Funafuti, Tuvalu, Central Pacific. The stamps and covers will make a nice addition to any collection.

Peace Corps has served in Tuvalu since 1974.

If your country is issuing a special stamp in honor of Peace Corps' 25th Anniversary and it is available to RPCVs as in the instance of Tuvalu, please let the *Times* know.

Personnel/Personal

Robert Nicolas, originally from Haiti and more recently from Washington, D.C., has been named Country Director for the African nation of Togo.

A graduate of the University of California at Santa Barbara, he received his juris doctorate from the University of California, Davis. Prior to Peace Corps Nicolas was vice president of the Development Assistance Corporation.

Long-time Peace Corps veteran George Evans is the new Country Director for Costa Rica.

For the past year Evans has served as Acting Director of the Inter-America Region in Washington, D.C. He also served a tour as Inter-America's Chief of Operations.

Evans was a Peace Corps Volunteer in Chile from 1962 to 1964. Peace Corps served in Chile from 1962 through 1981.

Also leaving Washington for Costa Rica is Gene Rigler, who will be the new APCD for Programming and Training.

Rigler was formerly the Desk Officer for the Eastern Caribbean which includes: Anguilla, Antigua, Barbados, Dominica, Grenada, Montserrat, St. Kitts/Nevis, St. Lucia and St. Vincent/Grenadines.

Another Volunteer returning as staff is Russell Morrison, the APCD for the Yemen Arab Republic where Peace Corps has served since 1973.

Morrison was a PCV in Tunisia from 1979 to 1981. His wife, Karyl, was also a Volunteer in Tunisia. He holds a degree in history from Hiram College and an MBA from George Washington University.

Cecilia Otero has been selected as the APCD for Training in Honduras.

Otero was born in Bolivia and grew up in Washington, D.C. She graduated from Georgetown University with a degree in languages and linguistics.

Francisco (Paco) Guzman formerly Administrative Liaison Officer for the Inter-America Region, is now the APCD for Programming and

Training in Ecuador. Guzman is originally from Ecuador. Peace Corps entered Ecuador in 1962.

Christine Leggett has been named Country Desk Officer for Sri Lanka and Nepal. She had served one tour as Desk Assistant.

Leggett was a Volunteer in Nepal from 1981 to 1983. She is a graduate of the University of California, Berkeley.

New on the Sri Lanka/Nepal staff as Desk Assistant is Helen Davenport, RPCV Liberia from 1981 to 1984.

A graduate of William and Mary College, Davenport was with the Office of Medical Services for the past year and a half.

Elizabeth A. (Penny) White is the new Director of Special Services. She was a PCV in Tunisia from 1964 to 1966 and later worked for Carnoy International Building Corporation in Tunis. She was the first woman to become a member of the Tunisian-U.S. Chamber of Commerce.

From 1970 to 1975 White was a Desk Officer in Peace Corps' Africa Region. She is a graduate of Wells College and speaks French and Arabic.

IA Regional Director Named

Country Director for Ecuador since 1984, Jose Velasco has been named director of the Inter-America Region. Inter-America includes the countries of Belize, Costa Rica, Dominican Republic with Turks and Caicos, Ecuador, Guatemala, Haiti, Honduras, Jamaica, Paraguay and the Eastern Caribbean serving Anguilla, Antigua, Barbados, Dominica, Grenada, Montserrat, St. Kitts/Nevis, St. Lucia and St. Vincent/Grenadines. The region fields about 1750 Volunteers.

Prior to Peace Corps, Velasco was Administrative Assistant at the White House's Office of Public Liaison. He has extensive management experience which he acquired while on the

(Photo Contest—from page 3)

Gail Baker, Liberia 1981 to 1983, taught English at the elementary and junior high levels in the town of Jurazon. When last we heard, Baker was in graduate school in Boston studying educational media and technology.

Jeremy (Jay) Clark just completed his second tour for Peace Corps in Kingston, Jamaica where he was an administrative officer with the Public Health Department. His first tour was as a geography teacher in a rural secondary school in Sierra Leone from 1968 to 1970. Clark did his undergraduate work at Hamilton College and received a master's from the University of North Carolina. His wife, Kathryn, was a PCV working with mentally retarded children in Kingston.

Joanne Townsend has been a health worker in Tarlac, north of Manila in the Philippines since Feb. of 1985. Townsend holds a degree in journalism from Arizona State University. She was a reporter in Las Vegas and later worked in public relations in Nevada and California. Talk about your "nose for news"—the woman in Townsend's photo was chosen as the Volunteer of the Year from the NANEAP Region.

Judges for the photo contest were Cynthia Johnson of *Time* magazine, Amanda Zimmerman of *Newsweek* magazine and Jim Moore, formerly the official photographer for the U.S. House of Representatives.

We would like to take this opportunity to thank all those who entered the contest for sharing their photos. We encourage current and future Volunteers to record their host country friends and activities on film.

A final note—the winning photos will be on permanent display at Peace Corps/Washington.

staff of the City of Pasadena and the University of California at Los Angeles. He has been a policy analyst and contract administrator in both the public and private sectors.

Velasco holds a degree in political science from California State University.

ICE ALMANAC

Feature

Educating for Development

"It is widely recognized that a solid educational system goes a long way toward explaining a country's success in developing productive resources and in preserving its sociocultural uniqueness," writes Akilu Habte, Director of the World Bank's Educational Department. Indeed, many countries in the developing world have devoted a large portion of their scarce resources to education. By doing so, these countries have acknowledged that the development of human resources is immensely important to their growth and prosperity. Most see the acquisition of knowledge as fundamental to their efforts to meet the demands of the twentieth century.

During the past 25 years, most developing countries have made enormous progress in expanding their educational systems and increasing student enrollments. Yet the challenge facing these countries to provide universal education to their peoples remains formidable. For example, one-third of primary school-age children and 60% of secondary school-age youth in the developing world still do not attend school. In addition, some 600 million adults are illiterate.

While improving and expanding education are still high priorities for most countries, rapid population growth and troubled economies hinder these efforts. According to Roger Landrum, author of *The Role of Peace Corps in Education in Developing Countries*, "A tidal wave of children is approaching the school systems of most developing countries. It is not at all clear that low-income countries will be able to sustain present school enrollment percentages, much less achieve higher percentages." Hence, the shortages of teachers, educational facilities, and sufficient financial resources are still significant problems in many developing nations.

In response to these shortages, the Peace Corps since 1961 has placed over 50,000 Volunteers in education programs. This number represents nearly one-half of all Volunteers who have served in the Peace Corps. Currently, over 1800 education Volunteers—approximately 38% of all PCVs worldwide—are serving in more than 50 countries.



From Peace Corps Literacy Handbook.

Sub-Saharan Africa hosts approximately 50% of all education Volunteers. The North Africa, Near East, Asia and Pacific (NANEAP) Region accounts for another 34% of education PCVs while the remaining 16% serve in the Inter-America region.

The majority of host country requests are for teachers of English as a Foreign Language (TEFL), math and science. An increasing number of PCVs, however, are becoming involved in teacher training, vocational education and special education programs. Over 150 Volunteers participate in non-formal education projects, encompassing all out-of-school education efforts such as literacy and adult education. Other PCVs serve as primary school teachers, university professors and physical education instructors.

Education programs vary greatly in scope. For example:

- In Ecuador, special education Volunteers work with mentally retarded, deaf, physically disabled and emotionally disturbed children. In addition to teaching, they also develop appropriate materials and curricula and conduct teacher training programs and public awareness campaigns.
- Math and science Volunteers in Ghana are assigned to secondary schools throughout the country to teach biology, chemistry, physics and math. The objective of this program is to enable more students to pursue math and science at advanced levels. Other countries, such as the Seychelles and Fiji, have started requesting math and science Volunteers to teach computer science in polytechnic schools as well as to train ministry officials and business people in the use of computers.
- Volunteers in Belize participate in a non-formal education program as rural home extensionists. Their main task is to teach home-improvement skills to village women. Some of the skill areas on which Volunteers focus include home gardening, health, nutrition, child care and management of household finances.
- Vocational education Volunteers in Kenya work in village-based technical schools. They teach farm and auto mechanics, cabinet making, metal work, carpentry and plumbing.
- In Sri Lanka, TEFL Volunteers are working in a special program established at District English Language Improvement Centers (DELICs) to upgrade

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From the Field

This section, which highlights projects, reports and articles written by Volunteers, will not be featured in this issue. We enjoy sharing Volunteers' work with all of Peace Corps and we urge you to continue sending ICE your materials.

In place of *From the Field*, we are increasing our *Sector Updates* section to catch up with our backlog of information on new materials which have been purchased/printed by ICE in the past year.

Look for *From the Field* to be in its normal position in the following issue of the ICE ALMANAC.

(Educating from page 11)

the knowledge and fluency of prospective primary school English teachers. The students study at these centers for approximately one year before being assigned to primary schools within their districts.

In addition to their primary assignments, many education Volunteers participate in secondary projects. Such projects allow Volunteers to meet additional development needs in local communities and to establish personal relationships with a broader range of host country people. Also, Volunteers are given the opportunity through secondary projects to utilize special skills and talents that they may not be using otherwise. For example, Volunteers with backgrounds in agriculture or health have initiated projects in small animal husbandry and nutrition education. Others have pursued school-related activities such as textbook development, school gardens, and the construction of libraries and classrooms.

Most notably, involvement in these additional activities epitomizes the Peace Corps' philosophy that the role of the Volunteer should not be

restricted to a nine-to-five workday. Rather, it is a 24-hour commitment to the fostering of personal relationships and cross-cultural exchange, as well as to the transference of knowledge and skills.

Not surprisingly, support from the Peace Corps staff in Washington is vital to the all-encompassing nature of the Volunteer's work. In the Fall of 1984, the Education Sector was established in the Office of Training and Program Support (OTAPS) to facilitate necessary technical support and assistance to education Volunteers in the field. The goals of the sector are:

- to provide direction to the field in educational programming and training efforts;
- to further enhance the Volunteers' capacity to teach effectively in formal and non-formal settings;
- to monitor the quality and direction of pre-service and in-service trainings of Volunteers;
- to coordinate with international development organizations to increase resources; and
- to provide consultants and technical support materials to PCVs and overseas staff.

The sector is staffed by Education Specialists John Guevin and Kathie Judge. They are assisted by Education Technician Beryl Bucher. Peter Kresge, Director of the Program Support Division in OTAPS, believes that the sector is capable and creative. "I think that what we have now in terms of sector support is quite rich. We have people who can cover quite a gamut of program areas." These program areas (see chart) are divided up equally between the two specialists.

The number of Volunteers working in each program area depends on both host country requests and the availability of qualified Volunteers to meet those requests. As has been mentioned, a particularly high demand exists for TEFL, math and science teachers. Says John Guevin, "The global 'Lingua Franca' is now

English, not French. Many host governments now view the teaching of English as vital to their development and modernization efforts.

Meeting host country requests is not always easy. Math and science, vocational education, special education, and university education all have been identified as "scarce skill areas." Often difficult to recruit are Volunteers who have had prior training in these areas. More difficult to find are Volunteers for Francophone countries where demands for these skills must be ac-

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ICE Almanac

ICE Director

Maureen Delaney

Editor

David Thomas

Networking

Trish Heady

S.P.A. Network

Linda Spink & Jim Patterson

Feature

Amie Bishop

The ICE ALMANAC features a variety of Volunteer ideas and technologies which can be adapted locally, and highlights particular program areas with notes and recommendations from programming specialists in the Office of Training and Program Support.

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. As such, ICE provides a means of collecting and sharing the best results of Volunteer programs in the field. Volunteers are encouraged to contribute information to the ICE ALMANAC or ICE Resource Center. Contributions, requests for technical information or correspondence concerning the ALMANAC should be sent to: Peace Corps, ICE, Rm. M-707, 806 Connecticut Ave., NW, Washington, DC 20526.

(Educating from page 12)

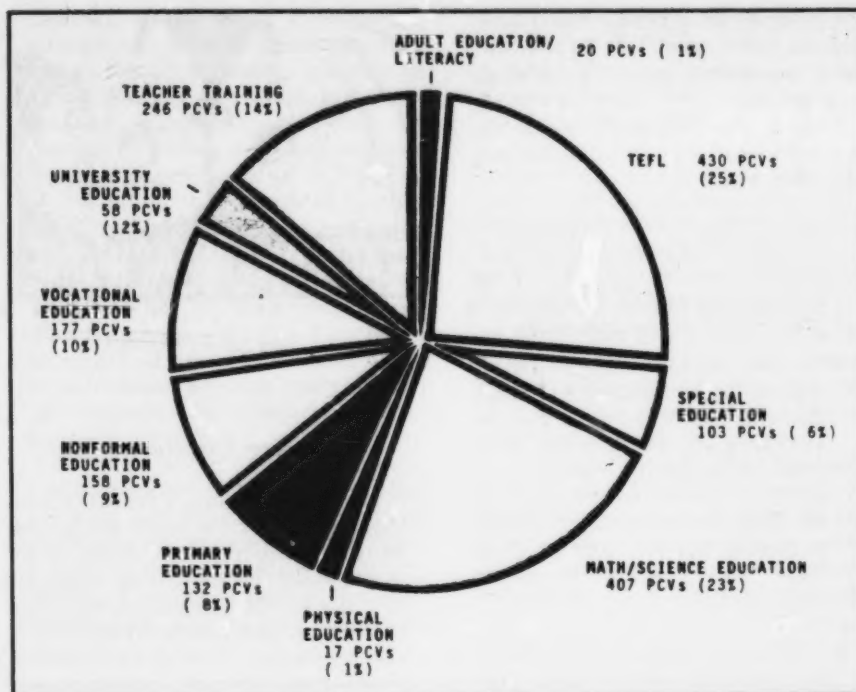
companied by some experience in the language. Nevertheless, a serious attempt to recruit "scarce skill" applicants is underway and involves the Education Sector's continued collaboration with the Office of Recruitment to develop strategies for recruiting applicants with scarce skills.

Peace Corps recognizes that its programs must fit the overall development strategy of each country. Says Jon Keeton, Director of Operations for the NANEAP Region, "In all areas of the [NANEAP] Region, I'm trying to push for program analyses. Our Volunteers are too valuable to be taken for granted. When you've been in any program for a number of years, you need to find time to step back and ask why? How does this fit into the development plans of this country at this stage?"

Keeton also emphasizes that, because the Education Sector, like other sectors, is unable to meet every host country request, a balanced approach to programming must be taken. "We need to be balancing the host country requests with the awareness of who we can provide as Volunteers," he says. Judith Hermanson, Chief of Programming and Training for the Africa Region, agrees. "We have a responsibility as a serious development agency to consider where we respond. We must examine each country and, in partnership with them, we must decide whether [certain] programs are appropriate. If they are, [then we must decide] for what period of time and to what end? We must also coordinate our efforts with those of the host country and other donor agencies."

Once the Volunteers have been recruited, one of the biggest challenges facing the Agency is to provide training that is relevant and applicable to the Volunteer's assignment. Says Guevin, "We need to ensure that when the Volunteers are sworn in, they feel that they have the technical skills to do the job to which they were assigned."

Because the majority of education



Volunteers are generalists, the pre-service training that they receive must be rigorous. For example, 45 TEFL trainees will depart for Morocco in June and participate in a 10-week pre-service training program. They will receive intensive language instruction in Moroccan dialectical Arabic and extensive cross-cultural orientation. After three or four weeks, they will begin training in TEFL methodology followed by a teaching practicum. A summer school will be organized for local students so that the Volunteers may acquire valuable classroom experience before being assigned to a school. During the practicum, the trainers, usually second- or third-year Volunteers, will observe the trainees in the classroom and will offer suggestions on how to improve lesson planning and teaching techniques. By the time they are sworn in, they should feel confident and well-prepared to meet the demands that they will face as teachers.

During their subsequent two years of service, Volunteers may also participate in periodic in-service training programs (ISTs) to upgrade

skills and problem-solving techniques, and to discuss country-specific issues and program goals. At Peace Corps' request, a specialist may facilitate the IST. For example, Kathie Judge went to Tunisia in April to conduct several workshops for special education Volunteers. She also helped the Volunteers evaluate their program. In addition, she encouraged them to make suggestions as to how their program and training might be improved. Other ISTs are scheduled this year in Costa Rica, Ecuador, Ghana and Jamaica.

To supplement the technical training that Volunteers receive, the Sector is developing several technical and training manuals, as well as collecting materials for Volunteers in the field. Moreover, Guevin and Judge have devoted much time to leveraging resources from other development organizations and academic institutions. These activities have been planned with one goal in mind: to provide the Volunteers with the best possible technical support and training so that they can be

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(Educating from page 13)

as effective as possible in their assignments.

Indeed, the Education Sector has accomplished a great deal in the past year. For example:

- The Sector is collaborating with the OTAPS Training Division to develop a Teacher Training manual and an IST design to be pilot-tested in two countries.
- In conjunction with the Information Collection and Exchange Division (ICE), the sector is developing an adult education manual, a guide to secondary projects, a companion piece to the *Peace Corps Literacy Handbook* published last year and an English for Special Purposes manual.
- The sector recently compiled a directory of North American organizations active in helping the handicapped in Central America and the Caribbean. Entitled *Disability Resources*, it was produced in cooperation with Partners of the Americas and Peace Corps and published by the International Division of Goodwill Industries. Partners of the Americas has also been contracted by Peace Corps to provide assistance to special education programs in Central America.

Last year, thanks in part to the efforts of the sector, Teachers College of Columbia University began offering fellowships leading to a Master's degree in teaching to RPCVs who taught math or science during their Peace Corps service. This year, twenty former Volunteers—twice the number of last year's group—are enrolled in this program. Teachers College is also sponsoring a summer TESOL (Teaching English to Speakers of Other Languages) program. The program is designed to train selected extending TEFL Volunteers for teacher training activities rather than direct classroom teaching.



From *Peace Corps Literacy Handbook*.

New Directions

During the past several years, Peace Corps education programming has expanded in scope to accommodate the increasing numbers of requests for teacher trainers and vocational and commercial education instructors. In addition, a recognition of the necessity on the part of developing countries to actively participate in a scientific and technological world has prompted an increase in the demand for teachers of English for Special Purposes (ESP). Unlike TEFL, which is considered a subject with no specific goal for using the language, ESP views English as a means of pursuing technical or vocational goals.

Though only a small number of education Volunteers are teaching ESP, their assignments are quite varied. For example, in Rwanda, one Volunteer is teaching technical English to university students majoring in the social sciences, management, agronomy, law and medicine. In Morocco, Volunteers provide English instruction at the School of Meteorology, the Institute of maritime Studies and the Air Traffic Controllers School.

Similarly, The Education Sector plans to increase its support of vocational education programs in the coming year. According to Kathie Judge, who is responsible for vocational education programs, "Many countries throughout the Third World are placing an increased em-

phasis on vocational and technical education because of the importance skilled manpower plays in the development of their economies. Vocational education and industrial arts courses are now being integrated into secondary school curricula in many countries, resulting in a need for foreign teachers and materials." Currently, vocational education Volunteers are teaching a wide range of skills including carpentry, plumbing, small engine repair, welding, as well as civil, electrical, and mechanical engineering.

(Continued on page 15)

GIVE!

The ICE staff works hard to provide you with the most relevant, up-to-date technical information for your projects. Not surprisingly, the most useful materials we distribute are those which have been developed over the years by Volunteers like you working in agriculture, education, forestry and a host of other areas.

We depend on contributions from PCVs and staff in the field to build our collection of appropriate technical materials. Volunteers' contributions are frequently published as how-to-manuals. They often appear as articles in the ICE Almanac. And they make up the bulk of the reports, designs, lesson plans and other documents in the ICE Resource Center.

We are vitally interested in the results of your work. Take time to write up your fisheries project or your design for a better appropriate technology mousetrap and send it to ICE. Your fellow PCVs around the world will thank you for it!

Increased attention is also being paid to the kind of opportunities that exist for host country nationals when they complete their vocational education training. Are jobs available? Have the students been adequately prepared to work in their chosen fields? Does the infrastructure exist to support them? Says Judith Hermanson, "Peace Corps has a responsibility to ask these questions, and we must encourage the host countries to ask them as well." Ultimately, the Education Sector seeks not only to improve the quality of vocational education programs, but also to facilitate the transition from training to employment.

While most requests for education Volunteers still center around formal classroom teaching due to the

shortage of host country teachers, a number of host country governments have expressed interest in using Peace Corps Volunteers as teacher trainers. According to Guevin, "Teacher training provides a unique opportunity for PCVs. One of the underlying tenets of teacher training is the transfer of skills which ultimately affects more than simply the persons being trained." Thus, teacher training, with its potential to have an impact on large numbers of people, allows Volunteers to make an even more significant contribution to education during their service.

Presently, about 14% of education Volunteers are involved in teacher training activities, yet no formal mechanism is in place within Peace Corps to recruit Volunteers specifically for training secondary teachers. In the past several months Judge

and Guevin have been working with the Office of Placement to establish a new assignment area under which secondary education teacher trainers would be recruited.

While difficult, training generalists to be teacher trainers is not out of the question. "Not every Volunteer has the ability to become an effective teacher trainer," says Jon Keeton. "Where possible, though, we should permit that kind of development. We need to provide mechanisms for our better Volunteers—perhaps after one year as a standard classroom teacher—to move up into teacher training."

This idea has recently been incorporated into Thailand's Peace Corps education program. During the first year of service, secondary school TEFL teachers are assigned to rural schools to teach English to 7th, 8th

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S.P.A. Network

FROM THE S.P.A. COORDINATOR

Believe it or not, as S.P.A. Coordinator I read all approved project proposals and completion reports sent to Washington. I take the time to review these documents so that I can:

- better understand the exact nature of field projects;
- identify trends and recurring situations which might require policy changes or action;
- provide critique and comments to field staff and Volunteers working on specific projects.

After a year's worth of reading I feel I can now make some general observations and suggestions regarding some common issues.

Observations for Staff

Some PCVs have expressed a feeling of being pressured to have an S.P.A. project. While no one is directly telling PCVs to go forth and

drum up S.P.A. projects, there are subtle ways in which this message may be communicated, such as:

- discussing S.P.A. funds and procedures during PST. This can give PCVs the impression that they are expected to generate S.P.A. projects. PCVs who enter their communities knowing that funds are available may be inclined to quickly identify and initiate projects without taking the requisite time to gain an understanding of the structure and needs of the community.
- public recognition of PCVs who have worked on S.P.A. projects. While we want to recognize the work and efforts of Volunteers, it is important not to single out only those Volunteers who have S.P.A. projects. Many PCVs work very hard and are successful without ever having worked on an S.P.A. project.
- placing PCVs into jobs which do not have adequate support from the host country government and

assuming they will be able to apply for S.P.A. funds to complete their assignments. S.P.A. projects are natural secondary projects for PCVs, but the situation should not develop in which a PCV has no job without having S.P.A. funds.

Observations for PCVs

Many communities are faced with the need for increased income and are eager to undertake activities which hold a potential for income generation. We see many projects which intend to increase production of an item and thus provide a surplus for sale. The completion reports for these projects indicate that often the desired results do not occur.

The 1985 evaluation of the S.P.A. program found income-generating projects were the most likely to encounter problems and to be unsuccessful, while also being very expensive. Starting a business is dif-

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difficult even in ideal situations. It is more difficult in less predictable situations which face many communities. While SED projects are appropriate and the potential is great, the risk is high for everyone. To avoid dashed hopes, loss of capital, and worse, loss of income, a community must ensure that careful planning and feasibility assessments are conducted before a project begins. There are several marketing assessment forms and training materials on feasibility studies available from SED/OTAPS or SPA/OTAPS.

There is concern that PCVs will be seen as "gift givers" if they are involved in an S.P.A. project. While the potential exists for this to happen, there are ways of working with communities and not developing the undesired image.

- Joint ownership of the project. This means the community is involved in the project design, application for funds, and implementation of the project. A comment from one completion report succinctly states the problem, "The community members did not contribute to the project and therefore had no vested interest in seeing the project through..." Some countries require that a community group representative participate in the presentation and review of the project proposal. If they cannot attend the meeting, letters of support and contribution are accepted. If a PCV is solely responsible for completing the application, presenting the project, purchasing the supplies and building the required items, then it stands to reason that the community views the project as a gift.
- Contributions from the community groups. While money may be very scarce in a given community, there are ways to mobilize resources and have the community contribute to the project. A small contribution, when resources are limited, is a strong statement of a community's support and need for the project. Some countries require 25% of the project costs to be contributed by the community.

The following article, written by PCV Richard Marx, outlines his ideas of how to enhance communities' involvement in S.P.A. projects.

Let us hear from you regarding these observations and your own experiences.

Suggested Guidelines: A PCV Experience

As you know we have been interested in exchanging information on PCV experiences with S.P.A. projects. Richard Marx was passing through Washington and stopped by to tell us about his experiences. We asked him to write the following article for the S.P.A. Network. We hope you will learn from him and be inspired to write about your own experiences. Send your ideas, experiences and comments to S.P.A. Coordinator, Office of Training and Program Support, Washington, D.C.

The S.P.A. program can be one of the most effective means of community development in the third world since its projects can be applied directly to improve the quality of life in the villages. Specific S.P.A. projects can be a great source of enjoyment and pride to the villagers as well as to you, the PC project facilitator. These projects provide a sense of accomplishment which can enhance your Peace Corps experience.

Essential Ingredients

There are three essential ingredients for a successful S.P.A. project:

- a well organized, self-motivating village group with a trustworthy project manager;
- a Peace Corps project facilitator who can encourage self-motivation and impart a sense of pride while maintaining enthusiasm for the project;
- a PC S.P.A. funding administration which maintains a positive attitude and shows respect and understanding for both the project facilitator and project manager.

These factors, working together in harmony, can strengthen each other

and increase the chances for success. A system of positive feedback can drive the project towards productive self-sufficiency and make the project an enjoyable experience as well as a worthwhile one.

The following is a procedure you might want to use.

Project Conception

Let the people initiate the project. In The Gambia, as it may be in other countries, the villagers are quite uninhibited about asking the Peace Corps for help. Once the request is made, you can make suggestions and recommendations to improve the benefits of the proposed project, but the initial idea should come from the villagers themselves.

If everyone is asking you for everything, don't be afraid to pick the project that you feel most comfortable with—especially for the first one. Even as a project facilitator you may be kept quite busy and there will be ups and downs to any project. Your positive attitude is vital to the success of the project.

I have found that there are three main functions to the role of project facilitator. They are to serve as motivator (aiming at village self-motivation), expeditor (clearing out log-jams in logistics and paperwork) and innovator (bringing new ideas to the villagers). In each case I feel that it is alright to get involved. In time, however, these skills should be transferred to the project manager and community leaders.

Establishing Trust

It usually takes about three months to get to know the village situation, its organization, leadership and motivation for requesting a particular project. During this time you can identify a trustworthy project manager and become comfortable with the people. Get a sense of mutual trust and become established—then you can begin to apply for S.P.A. funds.

Applying for S.P.A. Funds

The application form may require planning and scheduling which can

be flexible enough to accommodate the village situation. These plans can serve as guidelines, not as hard and fast rules. The establishment of project goals and objectives are very important at this time, and are most beneficial if they are clear, understood and accepted by all concerned. Once the villagers are motivated, and the needed resources are identified, then the process can be carried out by the villagers with a minimum of outside interference.

Submitting the Application

Once the project application has been submitted, enthusiasm for the project can be maintained if the PC administration takes action within a preset time limit. This action can take the form of a *Yes*—The project is approved as is, *No*—the project is not approved (with reasons being cited) or *Yes*—if certain changes are made. Once the project is approved, some tangible work (e.g., ground preparation) can be initiated before the signing ceremony to demonstrate commitment to the project.

The Signing Ceremony

A signing ceremony can be arranged. In The Gambia, the ceremony idea was initiated by a former APCD and was very well received by the villagers. In this ceremony the contract is signed by the PC Administrator, project Manager (or Community Leader) and the Peace Corps project facilitator at the project site. Materials and labor input to the project, general villager responsibilities and project goals are usually stated publicly along with healthy praise of the villagers' spirit of self-help.

The ceremony is seen as the birth of the project and, like a naming ceremony or a christening, it is usually a time for celebration. It can serve to generate pride and enthusiasm for this project and can be attended by an official representative of USAID and the Peace Corps, village leaders and as many of the villagers as possible. Representatives of the district chief and religious leaders can also add to the festivities.



From Peace Corps Literacy Handbook.

Coverage by the radio or other form of mass media will make more people aware of the project and strengthen village pride.

Delivery of Materials

Rapid delivery of materials needed for project construction is another important factor contributing to the project's success. Having the materials delivered and ready for distribution at the signing ceremony has the greatest positive impact, but this is not always possible. The next best solution is to have a symbolic amount of materials arrive at the time of the ceremony with the balance arriving within 30 days. Any further delays may dampen enthusiasm for the project.

Project Management

Once the materials arrive work can begin. During the construction phase, you, the PC project facilitator, can make weekly or twice weekly visits to maintain motivation and assure a high quality of workmanship. These visits can be short, but still convey the feeling that you recognize the villagers' good work and are available if they need you.

During the operational phase, visits can be reduced to once a month if all is going well. When problems arise, stand back and let the villagers try to correct the situation first. If they succeed in solving their own problems, they will gain a greater sense of ownership and responsibility towards their project.

Record Keeping

Record keeping is an important part of a project. Even if a project has gone sour, good records can serve to benefit similar projects and the mistakes can become good lessons. The project manager can be encouraged to keep records on finances and organization. The local agricultural extension agent can be encouraged to record production for garden projects. And the PC project facilitator can keep a sort of project log book (monthly reports) to illustrate general progress and other observations.

As a PC forestry Volunteer in The Gambia, I have facilitated a few S.P.A. Projects (garden orchards with tree nurseries) and found them generating some of the highs of my PC service. For the most part, these projects have been fun and can be considered successful in both tangible and intangible terms. The above procedure contributed to the success of my projects.

Publications listed as "available through ICE" are free to PCVs and staff according to the distribution policy indicated for each title. For the benefit of our non-Peace Corps readers, complete ordering information has been provided for all titles.

PCVs and staff may order ICE publications by letter or cable from: Peace Corps Information Collection and Exchange, Rm M-701, 806 Connecticut Avenue N.W., Washington, D.C. 20526 USA.

Please note: additional copies of limited-distribution titles and materials which are listed as "not currently available from ICE" must be purchased directly from the publisher using incountry funds. PCVs should contact their incountry staff regarding assistance in making these work-related purchases.

Networking

INET

The Office for International Networks in Education and Development (INET)—formerly the Non-Formal Education (NFE) Information Center—provides a means of international collaboration among educators to promote international development. INET is a part of the College of Education at Michigan State University but serves an international clientele. In its 10-year history as the NFE Center, this office built up a network of over 6,000 participants from various occupations in 145 countries. With the Center's broadened focus, the network will expand to include those interested in formal as well as non-formal education.

INET builds its network largely through its document exchange program. In this way, INET's materials

reach the field, and information contained in field-generated materials is made available to the entire network.

In addition to its MSU campus services, INET provides technical assistance and documentation to organizations in Africa, Asia and Latin America. Included are regional clearinghouses of non-formal education such as: Institut Africain Pour le Developpement Economique et Social (Ivory Coast); Fundacion para la Educacion Permanente en Colombia; and the University of the Philippines at Los Banos. INET conducts trainings in resource center management, consultations, and in-country workshops. It also organizes conferences on education and development. Further, INET also assists scholars who are visiting the States and provides individualized research for its participants.

INET is most widely known for its publications which include various papers, annotated bibliographies, manuals and research reports. INET's newsletter, *INET Up-Date*, (formerly *NFE Network Up-Date*) contains bibliographies on special topics, up-dates on acquisitions into the INET library, articles on education and more.

Volunteers involved in any aspect of education may contribute to INET by writing:

International Networks in Education and Development
237 Erickson
Michigan State University
East Lansing, Michigan
48824-1034

Be sure to check the *Whole ICE Catalog* for INET (NFE) publications available free to Volunteers before ordering directly from INET.

IN-COUNTRY RESOURCE CENTER NETWORK

Participants of the ICE-sponsored In-Country Resource Center Workshop, held in Kingston, Jamaica, April 22-24, 1986, felt a need to communicate with other resource centers throughout the Peace Corps world. Because of this need, a new addition to the Networking column will be a forum for the exchange of ideas, and will include questions and answers frequently asked about resource centers. Staff and Volunteers are encouraged to take part in this exchange between field offices, regional centers and—on occasion—ICE.

Costa Rica

Passover

Given the seemingly inevitable transient nature of in-country resource center (IRC) staff, Costa Rica has developed a "Passover" to pass on skills, procedures and other accumulated knowledge to new staff members. The passover is a working

document for the training of current RC staff. It is meant to be dynamic, to be revised and to be improved for the benefit of the next staff member. Costa Rica's IRC is fortunate enough to have access to a word processor,

but the passover document is so useful that even if you must revise by hand, it is worth the effort.

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Carol Copp, Contractor, annotates Peace Corps publications amidst the shelves of the PC/Washington Resource Center.

Project Funding

In addition to the routine functions of an IRC (such as storing and retrieving documents), Costa Rica's IRC includes funding information files. Among the information provided in these files are descriptions of various funding sources, how to access them and special considerations regarding each one. The files are very user-oriented and stress the information that Volunteers need about how and where they can receive financial support.

Jamaica

Mental Health Library

The U.S. Embassy in Jamaica has offered its collection of over 101 volumes on mental health to all Jamaican Volunteers. It has also donated duplicate copies of these materials to the Peace Corps Library. The Jamaican staff has developed a newsletter, *Kisko*, to inform the Peace Corps community of such items of interest as well as other IRC news.

RC on Wheels

In addition to their newsletter, Jamaica staff support Volunteers through the use of a vehicle which is loaded with RC materials to conduct training sessions in remote areas of the island.

Qs and As

Question: What are some sources of Spanish audio-visual materials? (The following are merely a few suggestions; additional listings—especially those that are tried and true—are welcome.)

Answer:

- Pan American Health Organization
525 23rd Street, N.W.
Washington, D.C. 20037

- World Neighbors
5116 North Portland Avenue
Oklahoma City, Oklahoma 73112
(Please note: ICE is distributing another batch of their filmstrips)
- Hesperian Foundation
P.O. Box 1692
Palo Alto, California 94302
- Winrock International
Institute for International Development
Rosslyn Plaza
1611 North Kent Street
Arlington, Virginia 22209

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and 9th grade students. Then, during their second year, Volunteers who have demonstrated sound professional capabilities join a "Regional Supervisory Unit" and provide ISTs to host country teachers in rural settings. So far, the program has been a success.

Teacher Training in Nepal

In February, 1986, Guevin went to Nepal to help lay the groundwork for a new, integrated program in teacher training. This represents a significant change in Peace Corps/Nepal's education program.

For the past two decades, the majority of education Volunteers in Nepal have served as teachers of English, math and science. Over the years, more and more Volunteers felt that, while they were making a contribution as teachers, they could be more effective as teacher trainers. As a result, a number of Volunteers began developing appropriate teaching materials and conducting informal ISTs throughout the country. The success of these workshops increased the Ministry of Education's enthusiasm for greater Peace Corps involvement in upgrading the skills of its teachers.

Peace Corps/Nepal requested Guevin to work with the education program officers to re-examine Peace Corps' role in education. In conjunction with the Ministry of Education, plans were made for an integrated approach to teacher train-

ing to be piloted in five of Nepal's approximately 80 districts over the next five years. According to these plans, Volunteers will organize week-long teacher training workshops for host country teachers working in these districts. Between the workshops, PCVs will visit teachers in their schools to see how effectively they are implementing their newly acquired skills. At the same time, Volunteers will identify potential host country teacher trainers who would eventually assist, and then replace, the Volunteers as workshop facilitators and classroom observers.

The project will be evaluated at the end of two years. If successful, it will be replicated in other districts throughout the country. As a result of the participation of Nepali teachers in these workshops, Guevin hopes that the Nepali Ministry of Education will provide them with incentives to further improve their teaching skills.

For the past 25 years, thousands of education Volunteers have had a significant impact on the educational systems of the countries in which they have served. Nevertheless, because of the nature of teaching, it is likely that many education Volunteers have been frustrated because evidence of their contributions may not have been immediately visible. But while the rewards may sometimes seem less tangible than, for example, those of a bridge-builder or an irrigation technician, education Volunteers are making a difference.

A study conducted by Raymond Lewis in 1968 revealed that Peace Corps teachers had a significant impact on the rate at which their students passed subjects for the General Certificate of Education, on awareness of current events, on social trust and on several attitudes compared with students who had little or no exposure to Volunteers. Says Jon Keeton, "we have got to get across to the Volunteers... that you do have results as a teacher. You may not see the results within your two years, but they are there. If you, as a teacher, change one life, your contribution is worth everything."

Sector Updates

AGRICULTURE

Reversing Africa's Decline, Worldwatch Paper #65, by Lester R. Brown and Edward C. Woolf. 1985 (Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, DC 20036) 81 pp. \$2.00.

A proposal to implement a resource-based development strategy in Africa aimed at arresting ecological deterioration in order to reverse the continent's decline. Analyzes the failure of the traditional investment approach as applied to Africa by the international development community. Stresses the need for a more locally based, people-centered development effort rather than large, capital-intensive schemes. Points out the difficulties inherent in implementing the new strategy given constraints of the lack of intra-African and international cooperation, the need for social mobilization projects, etc.

Available free through ICE to all PCVs and staff working in agriculture.

The Meat We Eat, by John R. Romans et al. South Dakota State University. 1985 (Interstate Printers and Publishers, Inc., Jackson at Van Buren, Danville, Illinois 61832) 850 pp. \$5.00.

Basic textbook suitable for students, producers, processors, and consumers alike. Discusses thoroughly and in clear terms the processing of pork, beef, lamb and poultry. Provides instructions and illustrations describing each step in the production of meat, from slaughtering to merchandizing. Includes notes on curing, smoking and the preparation of meat by-products. Stresses safety, sanitation and the nutritional value of meat.

Available free through ICE to PC offices/resource centers incountry only; two copies per country.

ENERGY

Solar Census, Photovoltaics Edition, AATEC Publications. 1984 (AATEC, PO Box 7119, Ann Arbor, Michigan 48107) 201 pp. \$14.95.

A directory of organizations involved with photo-voltaics, including manufacturers, suppliers, designers, R&D, education and information sources. Provides indexes to cross-reference contact names, specific subjects and geographical location of the organizations. Mostly U.S. firms.

Available free through ICE to PC offices/resource centers incountry only; two copies per country.

The Solar Electric Home, by Joel Davidson and Richard Komp. 1984 (AATEC, PO Box 7119, Ann Arbor, Michigan 48107) 200 pp. \$11.95.

A step-by-step guide to planning, installing and maintaining a photovoltaic electrical system in the home. Provides very clear and detailed information on the fundamentals of solar cells, energy storage, regulators, wiring, testing, etc. Includes sections on hybrid, combination and mobile systems. Various appendices expand on electrical concepts and provide further technical information as well as references to suppliers and manufacturers.

Available free through ICE to all PCVs and staff working in related projects.

EDUCATION

Fuels and Lubricants, by American Association for Vocational Instructional Materials. 1983 (American Association for Vocational Instructional Materials, 120 Engineering Center, Athens, GA 30602) 63 pp. \$4.95.

For individuals who plan to operate or service tractors, trucks, industrial

engines or automobiles. Provides basic guidelines for the selection, conservation and storage of fuels and lubricants. Addresses the need of specific engines and mechanical systems.

Available free through ICE to all PCVs and staff working in related projects.

Grammar Games, by Mario Rinvulcri. 1984 (Cambridge University Press, 32 E. 57th St., New York, NY 10022) 138 pp. \$7.95.

Introduces a game method for language instruction. Stresses the affective nature of language learning more than its mere cognitive experience. Emphasizes the ways in which games can be designed to aid students in internalizing and mastering English grammar. Primarily intended for teaching English, is adaptable to any language. Includes complete instructions for the introduction of specific competitive and collaborative games, awareness exercises, drama, and other activities. Suitable for all levels of instruction.

Available free through ICE to PC offices/resource centers incountry only; two copies per country.

FISHERIES

The Fisheries Ecology of African Floodplains, by R. L. Welcomme. 1975 (UNIPUB, PO Box 1222, Ann Arbor, MI 48106) 51 pp. \$7.50.

Summarizes the features of the floodplains of Africa and of the fisheries found on them. Written to correct a lack of understanding of the ecological mechanisms regulating fish populations in river systems. Covers the morphology of floodplains, fish biology, management of floodplains and so on.

Available free through ICE to PC offices/resource centers incountry only.

Food Potential of Aquatic Macrophytes, by Peter Edwards. International Center for Living Aquatic Resources Management. 1980 (ISBS, 2130 Pacific Avenue, Forest Grove, OR 97116) 51 pp. \$7.00.

Assumes that benefits can accrue to aquaculture in general if botanical aspects of the subject are given due attention. Covers the potential of aquatic macrophytes (weeds) as human food, livestock fodder and fertilizer. Also discusses possible health hazards.

Available free through ICE to all PCVs and staff working in related projects.

FORESTRY

Forest and Watershed Development and Conservation in Asia and the Pacific, Lawrence S. Hamilton, ed. 1983 (Westview Press, 5500 Central Avenue, Boulder, CO 80301) 559 pp. \$32.50.

A collection of case studies examining the use of natural systems assessment information in the planning and operation of seven projects for forest development and conservation, and watershed rehabilitation. Examines projects in India, New Zealand, Pakistan, Nepal, Papua New Guinea, The Philippines, and Sri Lanka. Provides detailed descriptions of each project. Assesses the natural environment, the existing social and economic structures and the availability of scientific and technical information. Contains an economic analysis of the project, as well as a discussion of forest policy in the country.

Available free through ICE to PC offices/resource centers incountry only; two copies per country.

Soil Improvement, Rainfall Conservation and Erosion Control in Developing countries, by Howard B. Sprague, USAID (ICE Reprint, 1985) 39 pp. Free.

Assumes that improvement in productivity of land in developed countries over the last century resulted from better management techniques and that this same result can be had in developing countries. Discusses the principles of sound land management that would make this happen. Cautions that the goals of good land management are long term but acknowledges the need to see some benefits annually. Discusses soil improvement, conserving rainfall and controlling erosion.

Available free through ICE to all PCVs and staff working in related projects.

HEALTH

Health for All by the Year 2000: Strategies, Pan American Health Organization. WHO. 1980 (PAHO, 525 23rd Street, N.W., Washington, DC 20036) 189 pp. \$8.00.

A collection of documents pertaining to the Ten-Year Health Plan for the Americas as adopted by the Pan American Health organization in 1972. Includes two key documents on the evaluation of the plan itself and the formulation of national and regional strategies: "Developments in the Health Sector in the 1971-1980 Decade and Strategies for Attaining the Goal of Health for All by the Year 2000" (Document CD 27/34.A), and "Regional Strategies of Health for All by the Year 2000" (Complement to document CD 27/34.A). Extensive quantitative data and detailed analyses.

Available free through ICE to all PCVs and staff working in health-related projects.

Medical Laboratory Manual for Tropical Countries: Volume II Mi-

crobiology, by Monica Cheesbrough. 1984 (Tropical Health Technology, 14 Bevillis Close, Doddington, Cambridgeshire, England, PE 15 OTT) 470 pp. \$7.50.

Provides a comprehensive guide to the basics of microbiology laboratory work. Intended for use in training technicians working in health centers, small regional and district hospitals. Emphasizes the diagnosis of major communicable diseases. Covers all elements of laboratory procedures such as sterilization, culturing and testing water supplies. Also provides step-by-step guidelines for recognizing microorganisms such as viruses, mycoplasma, rickettsiae, bacteria and fungi. Eight pages of color plates. Appendix includes preparation of reagents and addresses of manufacturers along with other useful addresses.

Available free through ICE to all PCVs and staff working as (or supporting) laboratory technicians.

HOUSING/CONSTRUCTION

Field Engineering by Peter Stern and others, 1983 (Intermediate Technology Publications Ltd., 9 King Street, London WC2E 8HW, UK) 251 pp. \$7.50.

Written for those involved in development projects requiring simple engineering tasks. Assumes little or no access to professional and technical assistance. Requires the user to have a basic understanding of arithmetic, simple buildings, water supplies, sanitation, roads, bridges and power. Includes a glossary and suggestions for further reading. An updated, thorough revision of a handbook written by F. Longland and first published in 1936 that became widely used through East and Central Africa.

Available free through ICE to all PCVs and staff working in related projects.

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Basic Housing: Policies for Urban Sites, Services, and Shelter in Developing Countries, by Aprodicio A. Laquian. 1983 (International Development Research Centre, Box 8500, Ottawa, Canada K1G 3H9) 163 pp. \$15.00.

A study of actual experiences in the formulation and implementation of basic housing policies to improve the living conditions of the urban poor. Draws upon cases from El Salvador, Senegal, Zambia, and The Philippines, where projects of systems and services and community upgrading have been implemented. Examines the ways in which concepts derived from the practices of squatters and slum dwellers—such as mutual aid, self-help, community action, core housing, and progressive development—have become part of basic housing policies. Assesses the level of success of these projects in terms of their impact on the immediate community and the city as a whole, and in terms of the extent to which they have met their original goals.

Available free through ICE to PC offices/resource centers incountry only; two copies per country.

S.E.D.

The Private Marketing Entrepreneur and Rural Development, edited by Malcolm Harper and Richard Kavura. FAO, 1982 (UNIPUB, PO Box 1222, Ann Arbor, MI 48106) 115 pp. \$8.75.

A collection of case studies showing the role private entrepreneurs play in marketing the produce of small-scale farmers. Studies from 13 countries representing Africa, Asia, Latin America and the Caribbean are written by professional people familiar with private enterprise. Cases are presented in three groups: businesses marketing perishables such as meat, fish, fruit and vegetables; businesses selling equipment to farmers;

businesses marketing staples. Asks that the services these businessmen render be evaluated in the light of the contribution they make to satisfying consumer needs.

Available free through ICE to all PCVs and staff working in related projects.

African Enterprise: New Business in the Mountain Kingdom of Lesotho, 1983 (The Cooperative Housing Foundation, 2501 M Street, N.W., Suite 450, Washington, DC 20037) 21 pp. \$1.50.

Case study of a successful business which produces building materials and home furnishings in Lesotho. Describes the conditions under which the business started, including an infusion of donor assistance by USAID. Discusses the effect of the project on the local economy and points out lessons learned from it.

Available free through ICE to all PCVs and staff working in related projects.

SPECIAL EDUCATION

A Step-by-Step Learning Guide for Older Retarded Children, by Vicki M. Johnson and Roberta A. Werner. 1977 (Syracuse University Press, Syracuse, NY 13210) 214 pp.

Based on a skill-centered approach for teaching school age children complex skills. Assumes these skills are best mastered by breaking them down into discrete components. Intended for use by parents and classroom teachers, book provides activities suitable for small group work or for individuals. Activities are to develop skills in the general areas of behavior management, self-care, fine motor control, gross motor control, language and perception. Includes a chapter "Especially for Parents."

Available free through ICE to all PCVs and staff working in related projects.

Vocational Rehabilitation of the Mentally Retarded, proceedings of a Seminar on Vocational Rehabilitation of the Mentally Retarded, held in Kingston, Jamaica. 1978 (International Labour Office, ILO Publications, CH-1211 Geneva 22, Switzerland) 200 pp. \$5.70.

Offers new ideas and a forum for exchanging experiences. Includes description of the conference, the complete program, conclusions and selected papers presented—13 lectures and 15 papers describing experiences in local projects.

Available free through ICE to all PCVs and staff working in Special Education/Rehabilitation.

WATER/SANITATION

Rain and Stormwater Harvesting in Rural Areas, a report by the United Nations Environment Programme. 1983 (UNIPUB, PO Box 1222, Ann Arbor, MI 48106) 238 pp. \$25.00.

A world-wide summary of the ways rainwater and other forms of precipitation are collected, stored, treated and distributed. Discusses the uses of roofs, ground catchments, contour terracing, silt traps, check dams and canals. Includes an evaluation of various harvesting schemes. Makes recommendations and gives criteria for pilot projects.

Available free through ICE to PC offices/resource centers incountry only.

Small Scale Irrigation, by Peter Stern. 1979 (Intermediate Technology Publications Ltd., 9 King Street, London WC2 8HN, UK and the International Irrigation Information Center, Volcani Center, P.O.B. 49, Bet Dagan, Israel) 152 pp. \$6.95.

Covers the basics of developing low cost irrigation systems for small-scale cultivation. Assumes the reader is working in an isolated rural area and has a limited background in science and technology. Defines small-

scale cultivation as 20 hectares or less. The first of the three major sections discusses the problems of time, labor and resources created by a change over from rainfed to irrigated cultivation. The second treats irrigation practices such as moisture conservation, surface, subsoil and overhead. The third explains planning and design. Generous use of illustrations, charts and graphs helps to explain concepts.

Available free through ICE to all PCVs and staff working in related projects.

MANUAL SERIES

Peace Corps Literacy Handbook, 1984 (Peace Corps/Information Collection and Exchange) 175 pp.

An introduction to literacy teaching for Volunteers and other development workers. Provides clear and simple guidelines for the preparation of a literacy program, and the development of appropriate methods and materials, as well as strategies for evaluating and improving programs. Presents several short case studies as examples of various types of literacy projects. Stresses the importance of involving counterparts and the local community to encourage the continuation of the program. Includes a special section on resources for literacy teaching, from the local to the international level. Includes the addresses of various relevant organizations, and an annotated bibliography of literacy instruction materials.

Available free through ICE to all PCVs and staff.

Conservation Education: A Planning Guide, 1985 (Peace Corps/Information Collection and Exchange) 115 pp.

Designed to help Volunteers develop and implement conservation education programs. Stresses the need to foster community appreciation of the environment and awareness of the forces that threaten

it. Discusses how to choose appropriate methods of teaching and evaluation, and how to motivate individuals to become environmentally responsible. Supplements *Teaching Conservation in Developing Nations* (M-7).

Available free through ICE to all PCVs and staff.

REPRINT SERIES

New Crop Production Handbook, 1985 (Peace Corps/Information Collection and Exchange) 395 pp.

A thorough introduction to the basics of crop production. Provides an overview of the properties of soils and plants, and briefly addresses entomology. Discusses in some detail the characteristics and production of various crops which it classifies into various groups: food grain legumes, oil seed crops, starchy crops, fiber crops and special crops. Includes a glossary of terms as well as conversion factor tables.

Available free through ICE to all PCVs and staff.

Le Sechage Solaire des Aliments, Peace Corps/Niger (ICE Reprint, 1985) 37 pp.

An introduction to food drying as a measure to avoid the loss of agricultural surpluses, and conserve food for year-round consumption. Discusses the basic rules of food drying, and gives an overview of various methods and appropriate dryer constructions. Provides detailed explanations on how to process vegetables, fruits, and meats, and gives advice on storage and cooking.

Available free through ICE to all PCVs and staff.

Comment Elever le Tilapia Nilotica, Peace Corps/Zaire (ICE Reprint, 1985) 73 pp.

Guide to starting a fishpond for raising tilapia nilotica. Discusses the fun-

damentals of choosing an appropriate site, building and maintaining the pond and how to prepare the pond for fish culture. Details the procedures involved in caring for tilapia, optimizing their growth and managing their harvest and transport. Includes a chapter on integrated agriculture/aquaculture systems.

Available free through ICE to all PCVs and staff.

Preparation for Childbirth, by Miriam Hansen, Daren King and Barbara Lee. Peace Corps/Colombia. 1979 (ICE Reprint, 1985) 88 pp.

Manual designed to teach health workers how to prepare women for childbirth. Discusses educating women on the physical aspects of childbearing, assisting them in dealing with common pains and discomfort, and encouraging them to develop a positive attitude toward childbirth. Guides health workers in planning and conducting three or four prenatal classes with expectant mothers and how to incorporate the skills learned in these meetings into the childbirth experience. Includes suggestions for teaching aids.

Available free through ICE to all PCVs and staff.

Early Stimulation Manual for Parents of Deaf Infants, St. Lucia School for the Deaf. 1985 (ICE Reprint, 1985) 52 pp.

Simple advice and ideas to help parents teach their deaf children new concepts, words and sentences. Discusses briefly the most common causes of deafness, and the importance of its early detection. Emphasizes the child's special educational needs at home and in school. Includes a glossary of elementary sign language and finger spelling.

Available free through ICE to all PCVs and staff.



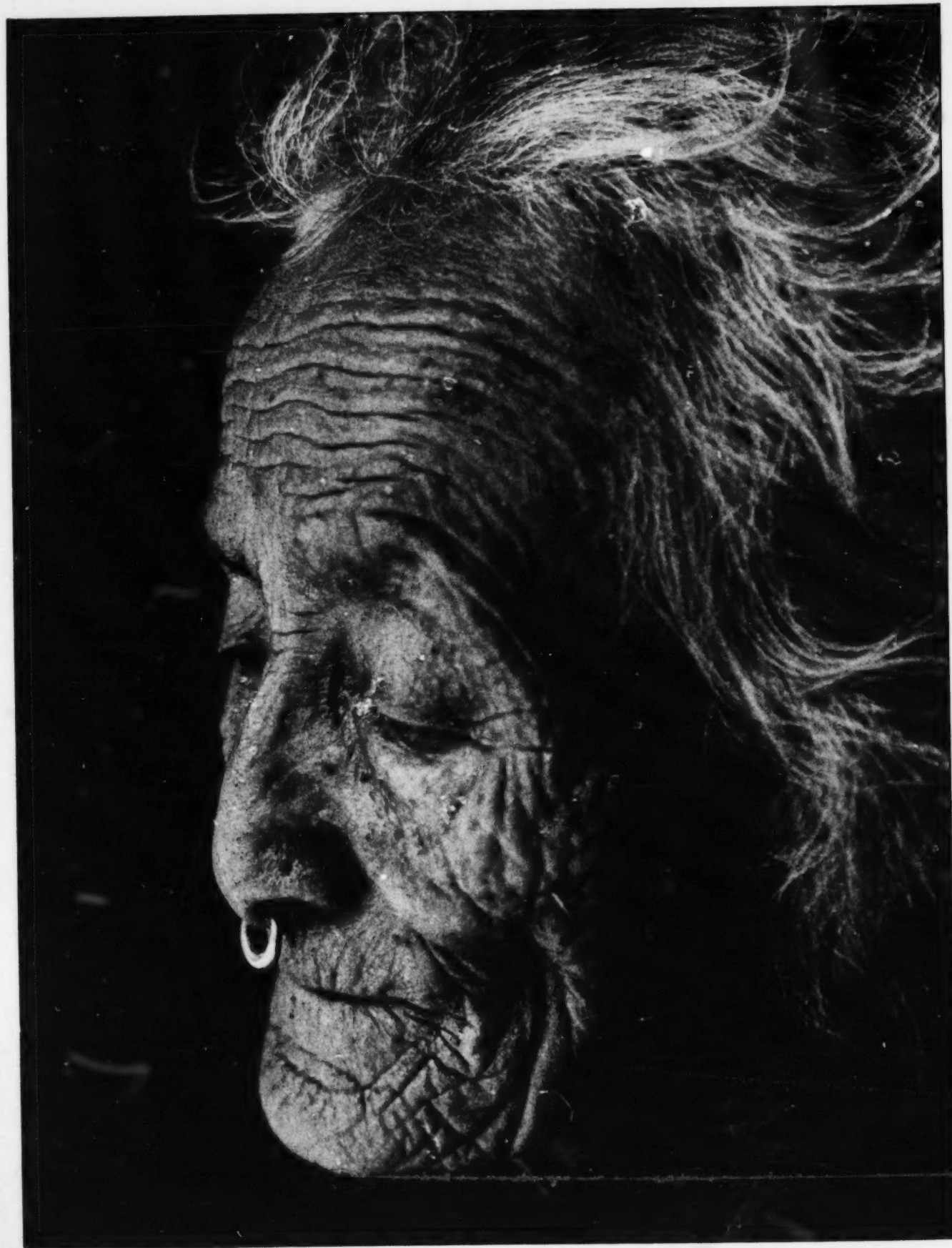
This winner in the Peace Corps Friends at Work and Play is a familiar scene here and abroad, except perhaps for the spectacular view. It was taken by Jamaica PCV Jeremy (Jay) Clark who finished his tour on that Caribbean island in July.



Nancy Kelly, who served in Korea from 1979–1981, took the winning photograph in the Peace Corps Humor category with her picture of fellow PCV Linda Vorhis sharing a joke with an old Korean gentleman.

On the back cover....

A Gurung grandmother in Rumjatar, Nepal was the subject of David Hardenbergh's winning picture in the Peace Corps Portraits class. Hardenbergh was a Volunteer in Nepal from 1981–1985.



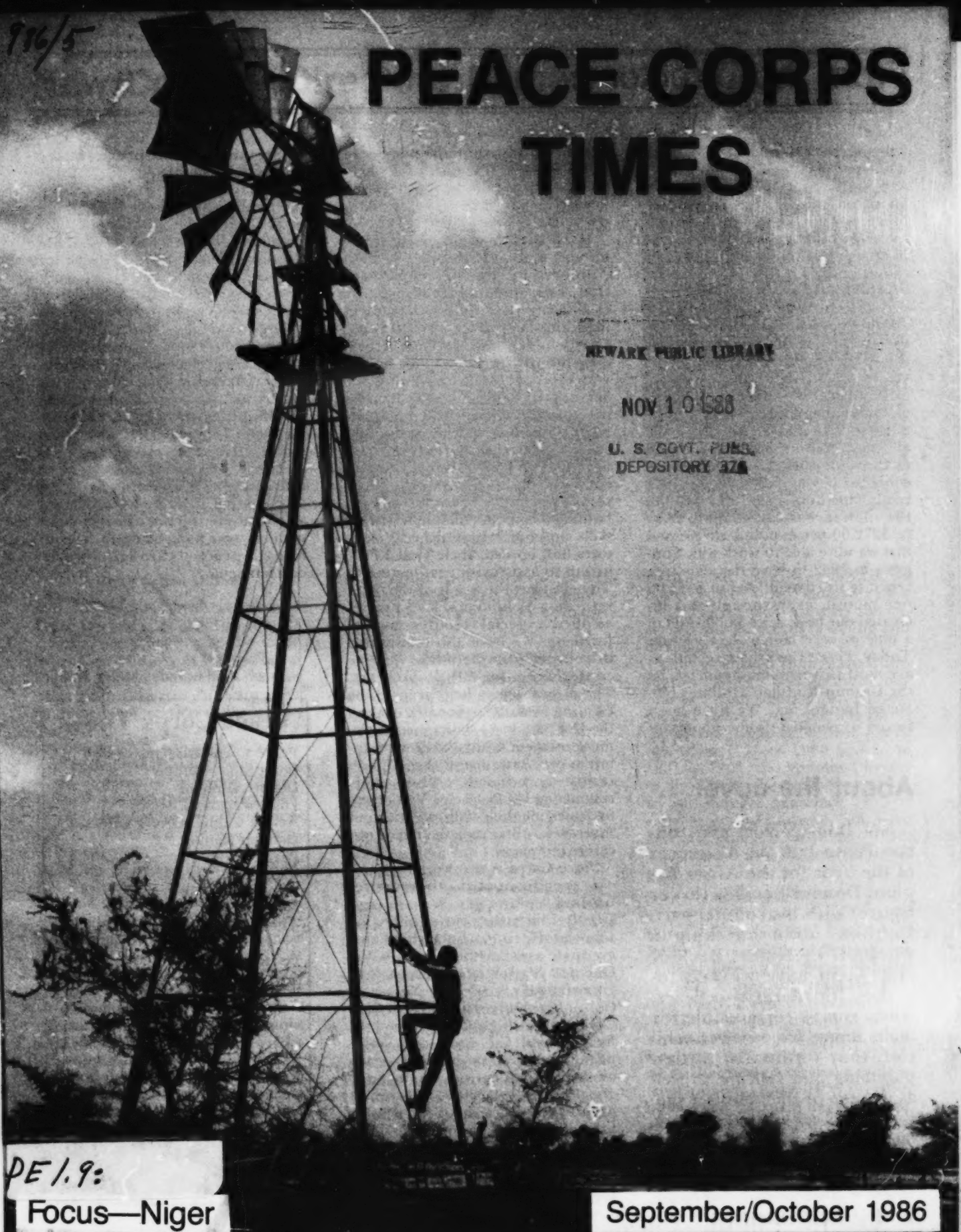
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Focus—Niger

September/October 1986

From the Director

In recent months I have received a number of letters from Volunteers and Volunteer Councils requesting an increase in the readjustment allowance. I am also often asked this question while traveling. For those of you who have already written, or those Volunteer Advisory Councils who asked, thank you again for having taken the time—your concern is a valid one. I would like to take advantage of this column to share my thoughts on this issue with all of you.

There are, as you all know, many expenses incurred in the readjustment process and I realize that the allowance cannot possibly cover all of them for all RPCVs. In order to equal the buying power of the 1961 readjustment allowance of \$75.00, the allowance today would have to be \$272.00 per month. I am pleased that we were able to work with Congress in 1982 to have the allowance raised to its current level of \$175.00 per month, even though this increased our basic costs \$3,000,000 in a time of very slow budget growth. Today, Peace Corps is affected, as are most Government agencies, by the Gramm-Rudman-Hollings balanced budget act. We have been forced to eliminate some important

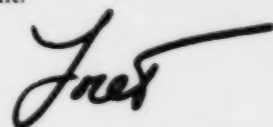
initiatives and reduce the number of PCVs by 600. As much as I might like to increase the readjustment allowance, it would be very difficult to do so at this time.

However, we are making every effort—especially during this 25th Anniversary year, to complement the readjustment allowance, by facilitating your return to employment or school after service. Peace Corps has initiated many efforts over the past few years. We have a very effective Returned Volunteer Services (RVS) program which offers career, educational and readjustment counseling and information to current and recently-returned Volunteers. The RVS staff is available to counsel Volunteers in many areas, such as resume preparation, job hunting techniques and interviewing skills, and can help returned Volunteers link up with their local RPCV group to assist with readjustment. To help meet the needs of the older returning Volunteers, RVS has developed a special resource manual for them. We have also reinstituted in-country Completion of Service conferences for all Volunteers. These conferences help prepare the COSing Volunteer for life back in the United States. An important element of these is the "Skills and Interests Self-Assessment" that RVS recently produced. This self-completing booklet helps Volunteers to determine their skills, abilities and interests and translate these into career/life plans.

Peace Corps is also working to locate specific opportunities for returning Volunteers. We are constantly increasing the number of schools offering scholarships and graduate assistantships for RPCVs. Our new Math-Science Fellows Program (initially funded by Xerox) at Columbia University's Teachers College, in which RPCVs teach in New York City schools while pursuing a master's degree in math or science education, has been a great success. Presidents of leading universities across America have agreed to advise me on other linkages that might be crafted. We have increased the number of employers advertising in HOTLINE, and RVS is currently developing a brochure

for employers that promotes the unique skills of RPCVs.

We have been actively increasing the public's awareness of the value of RPCVs to America. Chrysler Corporation Chairman Lee Iacocca said "The continued growth of America is going to depend more and more upon the kinds of skills, perspectives and cross-cultural experiences brought back by returning Peace Corps Volunteers." Our Office of Private Sector Relations/Development Education is working with America's business and educational communities to help spread this message. I believe that with their more active support and endorsement we will be able to help more returning Volunteers to find challenging, relevant employment after completing the valuable commitment you have made to help to bring peace through world development.



Loret Miller Ruppe

About the cover...

Not Don Quixote and Sancho Panza but our Volunteer of the Year for the Africa Region, Donald Beckley (lower figure) with his counterpart, Ibrahim Abdu checking a windmill in Niger. Beckley and Abdu have worked together for about two years. Abdu is now responsible for maintaining five project vehicles, four windmills, garden plumbing and fencing as well as upkeep of their project site. Beckley is scheduled to work on two more windmill projects before his tour is completed in December.

(Photo courtesy/Donald Beckley)

Peace Corps Times

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The *Peace Corps Times* is published by the Peace Corps, Washington, D.C. 20526.

The views expressed in *Peace Corps Times* are those of the individual writers and do not necessarily represent the official position of the Peace Corps. The Director has determined publication of this periodical is necessary in the transaction of the public business. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget.

New Country Directors Named



Betty Crites Dillon

Betty Crites Dillon

Betty Crites Dillon returns to Peace Corps as Country Director for Tunisia, a country where she made Peace Corps history in 1965 by being the first woman ever to hold the post of Deputy Country Director. She continued her service there as Acting Director.

Then in 1967, she added another first to our annals—she was the first woman appointed as Country Director and was assigned to Sri Lanka, (then Ceylon). After returning stateside, she continued with Peace Corps as Midwest Regional Director for Recruitment and as Director of Special Services.

Prior to her early Peace Corps service, from 1960 to 1965, she was responsible for U.S. transportation policy in Africa and the Middle East as Air Transport Examiner at the Civil Aeronautics Board. From 1953 to 1958, she was special assistant to the Administrator of the Foreign Operations Administration which is now USAID.

Dillon served as the U.S. Minister-Representative to the International Civil Aviation Organization from 1971 to 1978 and was the U.S. Coordinator for the UN Decade for Women Conference held in Nairobi last year.

She graduated from George



Dr. Edmund Hughes

Washington University and was a Princeton Fellow in public and international affairs at the Woodrow Wilson School.

Dr. Edmund Hughes

Dr. Edmund W. Hughes is the new Country Director for Belize, the Central American country where Peace Corps has been since 1962.

Hughes has extensive experience in management and in working with volunteer organizations. From 1981 until earlier this year, he was President of American Humanities, Inc., a non-profit organization and was Vice President for Urban Affairs at Georgia State University from 1971 to 1981. He has been executive director of the Georgia Safety Council, general manager of the Atlanta Chamber of Commerce, account executive for Bell and Stanton, managing director of the Atlanta Traffic and Safety Council and was a reporter for the *Atlanta Journal*.

Hughes graduated with a degree in journalism from the University of Alabama. He received his master's and doctorate from Georgia State University. He will be accompanied to Belize by his wife, Vera Radford Hughes.

Linda Gray

RPCV Linda Gray has been appointed Country Director for the



Linda Gray

African nation of Niger which has hosted Peace Corps Volunteers since 1962. For the past two years she has served as APCD/Programming and Training in Zaire.

Gray graduated from Mary Washington College and received her master's from Georgetown University. At Georgetown, she was Director of International Student Activities from 1976 to 1980 and from 1981 to 1983 was Assistant Director of the Center for Immigration Policy and Refugee Assistance.

Gray and her husband, Jim, were PCVs in Liberia from 1972 to 1975. They have a son, Rafael, who is six years old.

Edward Butler

The Deputy Director of USAID/Botswana since 1983, Edward E. Butler has been named Peace Corps Country Director for Ghana. Ghana, in 1961, was the first country to receive Peace Corps Volunteers.

Prior to his assignment in Botswana, Butler was on the Africa Regional Affairs desk at USAID where he created several development projects. From 1966 to 1979, he worked on rural development and program management projects in Bolivia, Afghanistan, Costa Rica, Peru and Panama.

No stranger to Peace Corps, 24

(Continued on page 8)

Focus—Niger

About the country....

Population: 6 million

Land Area: 490,000 square miles,
about 3 times the size
of California

Capital: Niamey

Languages: French (official),
Hausa, Djerma

Religion: Predominately Muslim,
some Christian and tra-
ditional (animist)

Terrain: About two-thirds de-
sert and mountains,
one-third savannah

Borders: Libya, Chad, Nigeria,
Benin, Mali, Burkina
Faso and Algeria

Landlocked Niger lies on the southern edge of the Sahara about 1,200 miles from the Mediterranean Sea and 1,000 miles from the Atlantic Ocean. Only four cities have populations of more than 20,000 making Niger a country of small villages and towns. About 90 percent of the people in Niger are concentrated in a narrow band along the southern border from Niamey to Lake Chad in the southeast.

The two largest ethnic groups are the Hausa and the Djerma-Sonhai. Together with the Kanouri, they farm the southern plains. North of this area, toward the Sahara, is the home of the nomadic Peul, Tuareg and Toubous, who travel with their flocks of cattle, sheep and goats in an endless quest for water.

Niger's single most important problem is the lack of water from either rainfall or ground sources.

France established an outpost in Niger in 1896 and sought military control but were held off until 1922 when Niger was administered through a governor general at Dakar, Senegal and a territorial governor. After World War II, Niger began to move toward independ-



Janet Rich of Hudson, Ohio, works at the PMI (mother-child health care) Clinic of Torodo. In her work she weighs babies, distributes food, checks blood pressure of expectant mothers, advises mothers of malnourished children and in general, delivers health education. She is a graduate of Radcliffe with a degree in anthropology. Prior to Peace Corps she did field work in Australia.

ence. In 1946, the French constitution conferred French citizenship on the people of its territories and provided for limited political participation. That year the Nigeriens elected their first Territorial Assembly with certain advisory powers for internal

government. Ten years later, actions by the French Parliament granted the country complete internal self-government and on August 3, 1960 Niger became an independent republic.

Focus—Niger

Peace Corps/Niger

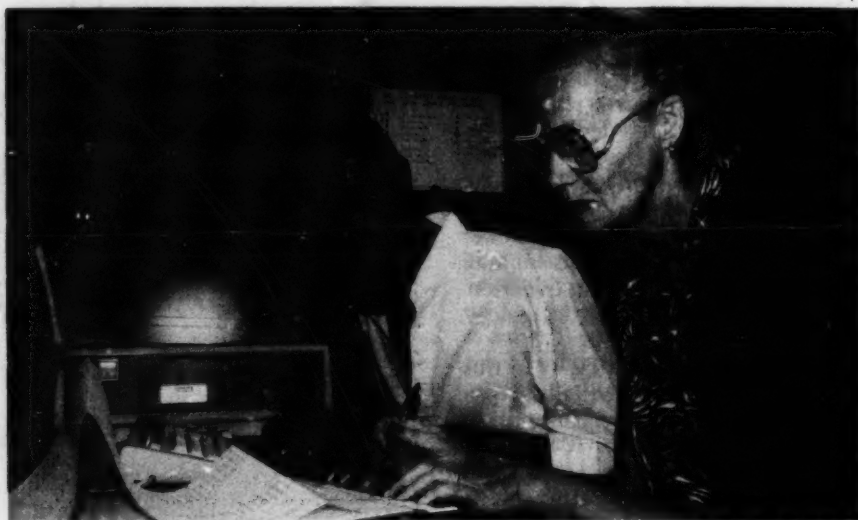
In 1962, just two years after Niger received full independence from France, seven TEFL (Teachers of English as a Foreign Language) Volunteers arrived in-country to begin the history of Peace Corps in Niger. Today, Peace Corps/Niger fields a contingent of 150 Volunteers.

During the early 1960's programming in Niger, as in most other countries, centered on education. Our first program placed PCVs in cooperative development, village health programs, in classified forests and in junior and senior high schools. By the late 1970's the agricultural education, health education and forest programs were utilizing professionally qualified Volunteers. A new program in wildlife called for PCVs with expertise to assist the Government of Niger in park management. The fisheries program, on the other hand, which started with professionals had developed projects in which generalists could work. And, the TEFL program expanded to the university level.

For the past couple of years, Peace Corps has begun more active programming ... new math and science education, TEFL teacher-training programs, lab technician training, fuel conservation and expansion of the agriculture and forest activities into soil conservation and agriculture extension through AID's forestry and cereals projects and the development of Peace Corps' African Food System Initiative (AFSI).

The AFSI program design for Niger follows closely the country's priorities set by the Niger Ministry of Planning for increased food production at the village level. The starting point for Volunteers was the development of dry season gardening activities using small-scale irrigation techniques. Fourteen Volunteers are being placed in teams this year in and around Quallam and Say, near the capital city of Niamey. The teams are focusing their activities around community agricultural, agroforestry and water resource extensions.

Education: The education program, with 60 Volunteers, is the most respected and appreciated of



Carmen Gleason works as a computer expert and also does general farm operations for the International Crops Research Institute for Semi-Arid Tropics. Here she shows a co-worker how to computerize the spare parts inventory. From a farm background, Gleason graduated from Chico State and has experience in accounting and small business management. Her husband, Jim, is featured on the following page.



Joel Ehrendreich of Whitefish Bay, Wisc., is an agricultural research statistician and computer specialist working with INRAN. Here, at the end of the day, he works with his "adopted" family to thresh rice with an appropriate technology thresher. He has a degree in business administration from Duke University and took his junior year in France.

Focus—Niger

all programs in Niger. PCVs teach at the secondary and university levels. Secondary teachers, most of whom work in rural areas, have a class load of 18 to 24 hours per week. University teachers are assigned to the University of Niamey, primarily teaching in the English lab. Peace Corps/Niger is creating new textbooks for the English curriculum and conducting workshops for Nigerien teachers to improve their language skills.

Youth Development: PCVs in this program are 25 Volunteers involved in two main activities, teaching physical education at the secondary school level and working in local youth centers. At the youth centers, PCVs coordinate cultural and athletic activities and initiate projects which develop marketable skills for urban women. In the secondary schools, Volunteers teach physical education and coach a variety of sports.

Professional Health: At independence, Niger had only one school for training elementary level personnel. The middle and upper level personnel were educated outside the country and in limited numbers. Therefore, the Ministry of Health asked Peace Corps to help build a cadre of trained health professionals. The eleven Volunteers in this program, nurses and lab technicians, work in hospitals and dispensaries providing both professional health care to patients and medical training to Nigerien personnel.

Wildlife: Peace Corps is assisting the Nigerien National Park Service in setting up a National Park along the Niger River. Four Volunteers, with their counterparts, are involved in wildlife/vegetation research to find the best ways to protect and manage the wildlife in the Reserves.

Agricultural Research: Fourteen PCVs work under the direction of the National Institute of Agricultural Research (INRAN) in a variety of basic research programs. Assigned to both the national headquarters in Niamey and the research station in Maradi, PCVs are involved in plant breeding, soil testing and analysis, forestry research and statistical and

(Continued on page 8)



Jim Gleason is an agricultural mechanic and equipment supervisor for International Crops Research Institute for the Semi-Arid Tropics. He is shown here teaching a Nigerien how to repair a vehicle with a rear brake problem. He and his wife, Carmen, are from Carmichael, Calif.



PCV D. Jack Sherry does research in forestry management, reforestation and soil conservation. Here he works with Tuareg laborers at La Foret Classee Guesselbode to measure trees to determine the benefits of fertilizer on native species. The project, funded by AID, helps to manage natural forests in Niger to provide firewood and to conserve the forests. From Monte Vista, Colo., Sherry received his degree in forestry from Michigan Technical University. Prior to Peace Corps he worked in the Rio Grande National Forest.

Africa Food Systems Initiative

Intensified and innovative agricultural projects are priorities for Peace Corps in this, our 25th Anniversary year. Although approaches vary among the 23 countries in Sub-Saharan Africa, where some 2,600 Volunteers serve, inadequate food production constrains all other development possibilities. To address this issue, Peace Corps has launched the **Africa Food Systems Initiative**, a long-term (ten year) collaborative effort assisting up to 12 Africa nations in reversing declining food production and attaining self-sustaining food systems. This year the program began in four pilot countries: Mali, Zaire, Lesotho and Niger (see accompanying story).

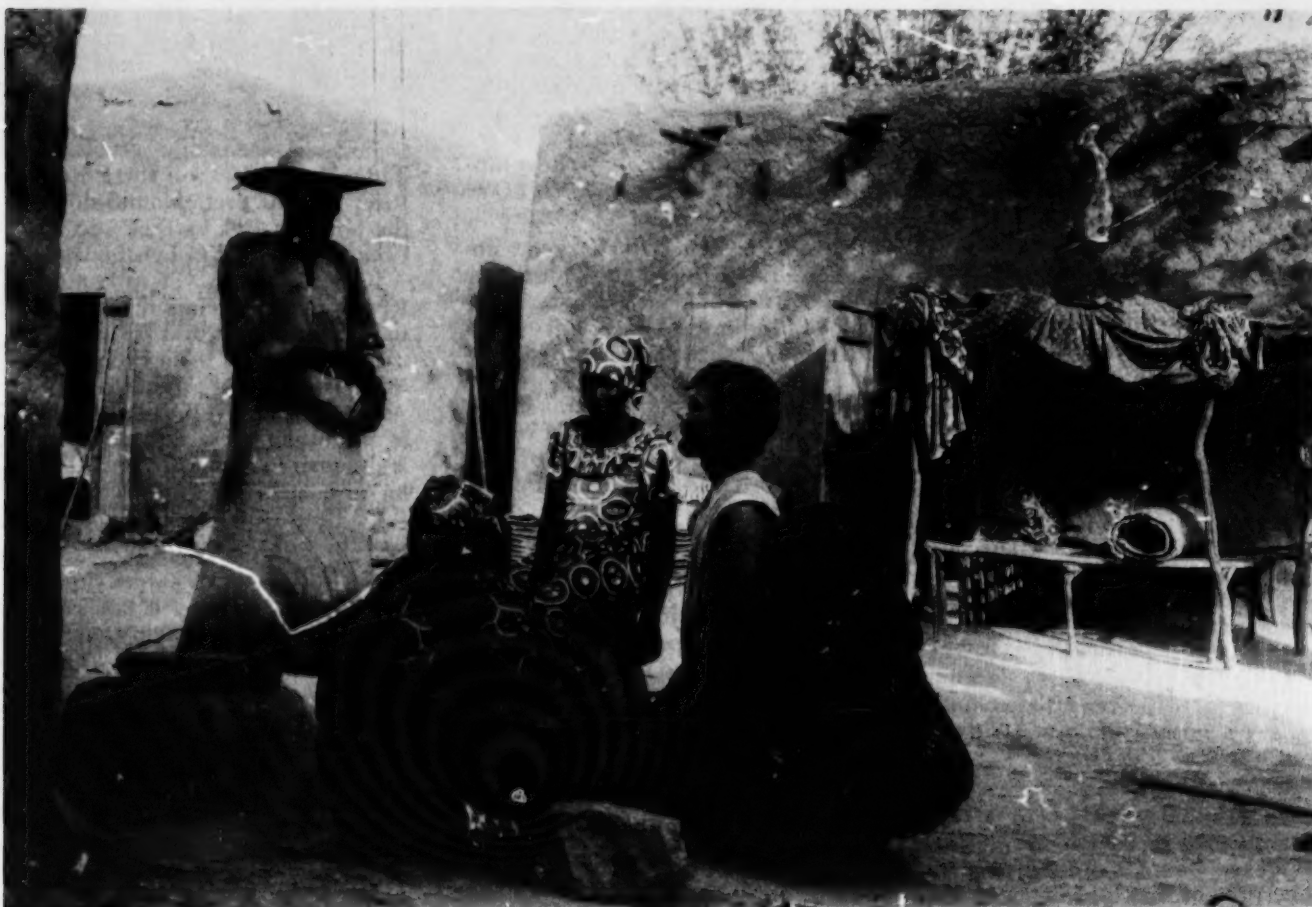
Under AFSI, our role is to assist local institutions and communities

develop and implement appropriate technologies to help increase food availability. Key objectives also include the upgrading of local capacity to continue the development process. Twenty-five years of experience in Africa provide Peace Corps with proven methods, a strong reputation and programming insights. Our method of applying that experience to the challenges of the food crisis in Africa reflects the nature of the problem itself: long term, multifaceted and is focused on the small farmer.

MALI: The Mali Initiative targets three agricultural zones ... rainfed, irrigated and mixed. In all three, Volunteers are at work with farmer groups to upgrade their response to new incentives and a range of tech-

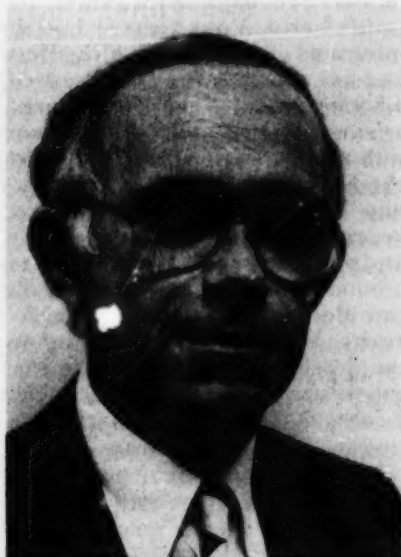
nical packages. Working with women farmers is a major emphasis. In the rainfed area, Volunteers are being integrated into a major AID effort and are concentrating on farmers' associations. In the mixed area around Segou, PCVs are in tandem with a project principally funded by the European Economic Community. The emphasis is on dry-season vegetable production, agro-forestry and simple irrigation. In the area around Tombouctou, only irrigation provides hope for increased food security. Volunteers are working on the development of small-scale irrigation activities including several begun by AID and now continuing under the American PVO,

(Continued on page 8)



Eric "Scott" Breidenbach of Gainesville, Fla., works in the Tillabery area in a wide variety of projects ... from fisheries to well construction, energy-conserving stove promotion to forestry. He is pictured here with villagers and their mud stoves. For every mud stove the villagers build, they receive an award of two trees. Breidenbach graduated from Duke University with a degree in biology and psychology.

(Niger photos—Carolyn Watson)



Edward Butler

years ago Butler worked with Peace Corps in Chile as a staffer for a Chilean organization. He has been a Peace Corps trainer for India and Kenya programs.

Butler did his undergraduate work at the University of Notre Dame. He holds a master's in social work from the University of Wisconsin and in international public policy from Johns Hopkins University. He and his wife, Ivonne, have two daughters, Marcella and Ivonne.

Lloyd Pierson

Lloyd Pierson, Country Director in Ghana since the spring of 1984, has assumed the same post in Botswana.

Peace Corps facts. The average age of Peace Corps Volunteers is 29. The ratio of men to women in Volunteer service is 52% to 48%.

RPCVs Plan Reunion in Peru

The reunion of RPCVs/Peru was just a warm-up of things to come for that group. More than 70 Peru Volunteers who served from 1962 to 1968 held a three-day get-together in Washington the last week of July. They came from all over the United States ... one even flew in from London ... to see old friends and

AFSI—from page 7

AFRICARE. About 35 PCVs are being sent to Mali this year with program expansion of up to 75 by 1988.

ZAIRE: The size and diversity of Zairian agriculture combined with the absence of basic infrastructure make it one of the most challenging of all African countries. At the same time, Zaire's untapped potential is enormous. Not only does it have the capacity to feed itself, but could provide considerable food to its neighbors. The first teams of PCVs are concentrating on water development. We currently have 14 PCVs involved in the program in Zaire.

LESOTHO: Lesotho presents another kind of challenge. With nearly 40% of its adult male laborers employed in South Africa, Lesotho is currently cash wealthy with very little agriculture production underway. Three factors make an increase in food production crucial in the next ten years; constraints of low-cost imported food, reduction of arable land due to drought and overgrazing and an increase in population coupled with the likelihood of a decrease in jobs in South Africa. Volunteers are focusing on vegetable/fruit production, small-scale irrigation and soil conservation/land productivity. In collaboration with AID, CARE and the Catholic Relief Services we have developed a program to address these agricultural problems at the level of the individual farmer. The Lesotho program hopes to field 30 Volunteers by the end of this year and 65 by 1988.

Studies are currently being made for the countries of Sierra Leone, Guinea, Senegal and the Central African Republic.

catch up on 20-plus years of life-after-Peace Corps.

They feasted on Peruvian food prepared by RPCV organizers Judy Olsen Levine, Mary Hennessey and host Michael Wolfson. Overseers of the cooking project were the administrative assistant of the Peru Peace Corps office in the 60s, Nina Portaro Burke who now resides in Washington. Her mother, Delia Portaro who luckily just happened to be on a visit from Lima, gave the dishes an authentic touch.

Festivities included an evening at a Peruvian restaurant, JP's of Arlington, Va., partly-owned by RPCV Paul Stroh. He and his Peruvian wife Lucy were married while he was a Volunteer. Not only were there warm camaraderie and good, genuine national food, the group also enjoyed the Andean music played by a lively five-piece "conjunto" band.

There was a family picnic at the Tidal Basin Park on the Potomac River and the event wound down at the home of RPCVs Dick and Betty Cooper Rossignol in Lynchburg, Va.

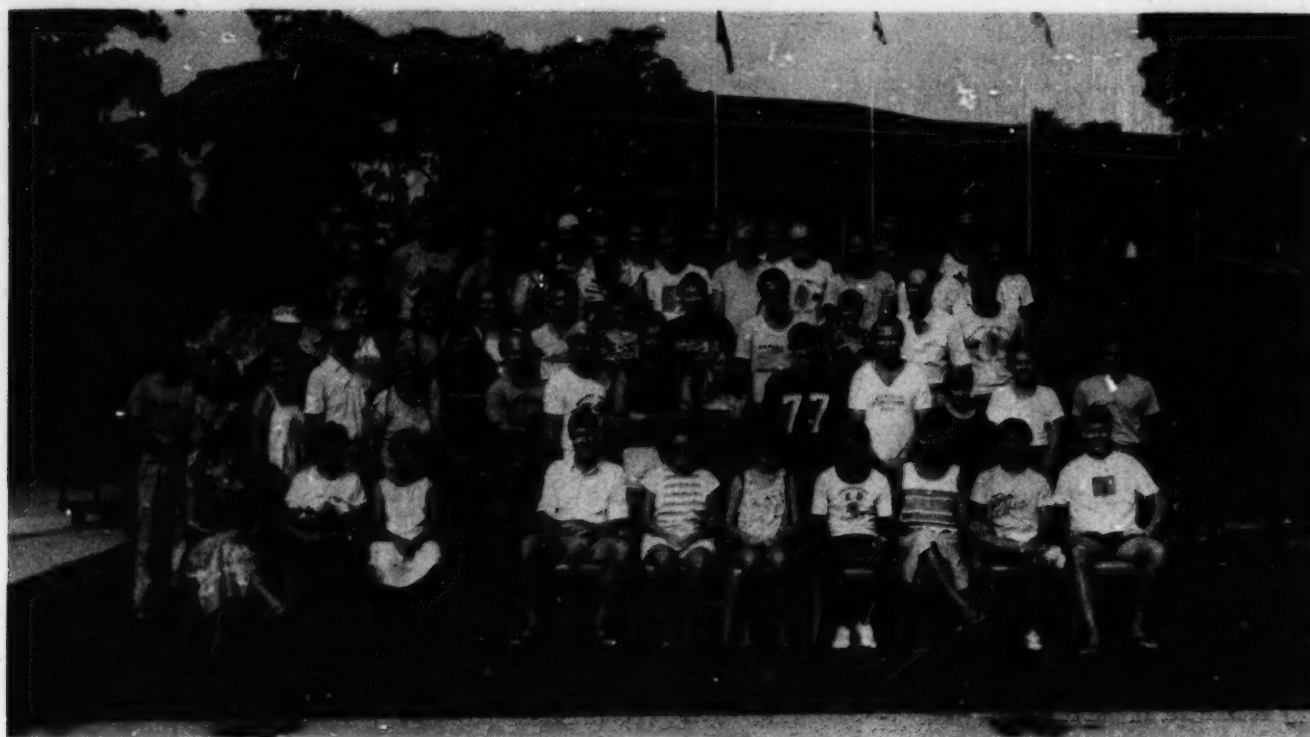
But the best is yet to come for RPCVs/Peru. A reunion for all Volunteers is in the works for next year ... in Peru! The main event will be the celebration of Arequipa Day on August 15. RPCV Bernie Dioguardi is organizing the arrangements and is the man to contact if you'd like to be on board. You can reach him at: P.O. Box 1692, Grants, N. Mex. 87020, (505) 285-6245 or (505) 843-7933.

Focus-Niger—from page 6

protein analysis of cereal grains.

Working with INRAN, PCV Donald Beckley of Bellevue, Iowa (see cover) is assigned to an applied appropriate technology program, Tapis Vert (Green Carpet). His work includes several windmill/irrigation projects as well as training mechanics to run the Tapis Vert garage. Beckley had the honor of representing Peace Corps/Niger, as well as the Africa Region, at Peace Corps' 25th Anniversary celebration.

Peace Corps/ Papua New Guinea



Papua New Guinea PCVs and staff at All Volunteer Conference.

Peace Corps/Papua New Guinea held an All Volunteer Conference in July to celebrate Peace Corps' 25th Anniversary and the 5th Anniversary of Peace Corps in that South Pacific country.

During the conference the Volunteers elected representatives to their first Volunteer Council. The sectors—education, community agriculture, health, forestry and small business met for an exchange of ideas.

United States Ambassador Paul Gardner was a guest at the conference. The Volunteers also said farewell to staffers Deborah Hubbard and Kim Smith, after five years of distinguished service.

Volunteers in Papua New Guinea are: Douglas Albertson, Erika Beecher, Joan Brabec, Steve Bradley, Cory Carlson, Todd Chirko, Margel Craig, Bill Craig, Peter Davis, Mike Dimisa, Kim Dufty, Steve Durnan, Debra Harris, Robert Hines, Ken Irwin, Mary Jarrett, Harold Jarrett, David Jevons, Steve Kilburn, Steve Latimer, Dennis Latta, Keith Lesperance, Andy

Lewis, Mark Lindberg, Doreen Ludlow, Brad MacDonald, Mary Malotky, Mary Mannino, June McIlwain, Charles McSween, Suzanne Menniti, Quincy Moy, Peter Myers, Deborah Myers, Matthew Nelson, John O'Sullivan, Thomas Palmquist, Jennifer Parker, Maria Restovo-Davis, Karen Rife, John Rife, Lee Robertson, Eva Robertson, Mark Sullivan, Susan Sullivan, Herb

Thomas, Janet Webster, Francis Webster and Jody Willcox.

Members of the staff attending the conference were: Don Smith, Country Director; Deborah Hubbard, APCD; Tamati Hanua-Nou, Administrative Officer; Raula Tabua, PCMC; Kim Smith, Logistical Coordinator and John Kaulo, Language Trainer.

TEST YOUR KNOWLEDGE

1. What were Peace Corps' first three countries?
2. Which was the first country in which Volunteers served?
3. When and where did John F. Kennedy first espouse his plan for a Peace Corps?
4. What are the three Peace Corps Regions?
5. Which is the southernmost country in which Peace Corps currently serves?
6. Which is the northernmost country in which Peace Corps serves?
7. What Peace Corps country has the highest mountains?
8. In what Peace Corps country was the first Christian church established in the "New World?"
9. In what country is the legendary city of Tombouctou (Timbuktu)?
10. What country is located on the International Date Line?

Jamaica VII Returns

Way back in the spring they had their well laid-out plans in the works. That was when Pam Bowman/RPCV Jamaica, 1966-1968 asked the *Times* whether we'd be interested in a first-hand account of their Peace Corps in-country 20th reunion. Would we? You bet!

It is especially interesting to learn about how *much* planning is involved and how great the rewards of meeting again after 20 years.

When your group is ready for a reunion call us at the *Peace Corps Times*. We can't make you rich but we can help to make you famous... especially with other Volunteers and RPCVs.

Here is Pam Bowman's first-hand account:

On June 26, 1986, exactly twenty years to the day we arrived for training, Jamaica VII reunited in Montego Bay for what was, we think, the first in-country reunion of a Peace Corps group.

Twenty-five of the original group of 67 were there, along with Jack Shaffer, our director, 13 spouses, and 23 children. It was more than a time to reminisce, however, Jamaica VII used the reunion as a vehicle to hear updates on our programs of twenty years ago and to make a final contribution to the island nation.

The dream of a reunion was born two years ago when Carl Lane and his wife, Carolyn Tierney Lane, visited other former volunteers and discussed a possible location for the event. Carl and Carolyn have an especially warm spot in their hearts for Jamaica. They met there as Volunteers and later went back to Kingston to be married. Ray Day, a fellow PCV, had business in Jamaica through his job at the International YMCA. He helped negotiate an attractive package at the Holiday Inn and with Air Jamaica. Through their efforts and a letter writing campaign that eventually located all but eight of the group, the reunion became reality.

The first few days were spent in squeals of recognition, in the fascination of seeing what we had done with our lives, whom we had married, and in enjoying the budding friendships of our children. Most of



Jamaica VII Volunteers celebrate their 20th reunion at Montego Bay. (Left to right) Row 1: Jerry Domann, Leone Sullivan, Janet Bell Forbush, Carl Lane, Betty Pyle. Row 2: Janet Sledge, Denis Sullivan, Lee Otto, Carolyn Tierney Lane, Dick Pyle. Row 3: Lee and Dorlene Agenbroad, Pamela Liggett Bowman, Ray Rolfe, Myrtle Haskins Clayton, Roger Larson, Belinda Hall. Row 4: Linda Heinning Kanoti, Mary Nassar Broadwater, Clark Smith, Dean Hall. Row 5: Rubin Peacock, Tom Radloff, Peter Newsham, Ray Day, Tom Chevrax, Jack Shaffer (Country Director, 1966-68).

us made a visit to our former sites. Taking our children to Friday market or finding a local restaurant that served steamed fish and bammy or ackee and saltfish was more appealing to us than being tourists. The excitement didn't lend itself to group introspection, but personally, I did find myself wondering if we had made a difference to Jamaica.

To be honest, I had looked forward to visiting my Jamaican friends and colleagues, and I loved showing my husband, Barry, and children Beth, age 11, and Brent, 9, as much of the island as we could squeeze

into a week before the reunion, but I had a few reservations as to whether the reunion would be all that terrific. Let's face it—with a few exceptions, I hadn't seen much of my fellow Volunteers after training. It was a joy to discover that I had much in common with these former Volunteers, and many friendships were rekindled.

Janet Sledge, a former PCV from Chicago, had located and invited the Jamaicans with whom we had worked to the banquet on the final evening of the reunion. For me, this was the moment that capsulized all

Jamaica VII Returns

my feelings about being a Peace Corps Volunteer and loving Jamaica as a second home. To be with these special Jamaicans again, to hear them describe our youthful exuberance to our spouses, and to see the love in their eyes, erased the twenty years and brought us back to the thrill of being Peace Corps volunteers in the 60's. Later the reality sank in that none of these dedicated Jamaican men and women had abandoned their country during the difficult 70's when much of the middle class fled.

Dr. Murray Ross from the Ministry of Education who had helped to train us was there. James Kirlew who supervised the Fishing Cooperative Program came. So did Dr. Phyllis MacPhearson, our friend in training and supervisor of the Primary School Language Arts and Math Program, and Evadne Ford, supervisor of the Home Ec Program, who taught us those wonderful Jamaican folksongs. Dr. Dudley Grant brought many of his former staff from the Project for Early Childhood Education. Jenny, the former Peace Corps secretary came, and the current Peace Corps Director, John Wright arrived with his family and a few Jamaica 41 Volunteers. The emotional impact of that evening was so strong, that my husband, who was not a Volunteer, was finally able to share a glimpse of that part of my past which I could never adequately put into words.

To backtrack, in 1966 I was assigned to the Project for Early Childhood Education, a new idea brought to life by a grant from the Van Leer Foundation of Holland. Dr. Dudley Grant supervised the program through the University of West Indies in Kingston. He hired six Jamaican teachers to oversee and join with 25 Peace Corps Volunteers to train Basic School teachers. It was the beginning of a successful program that eventually reached into every parish of Jamaica, and changed the lives of countless children by giving them pre-reading and math skills that enhanced their future success in mastering basic skills in a country where illiteracy rates were 20% and as high as 40% in the slums of Western



Pamela Bowman returns to Kingston to visit Linden and Sybil Wallen and their children with whom she lived 20 years ago. Front row (left to right) Soynia Wallen Findlay, Sybil, Pamela. Back row: John Findlay, Wayne, Dwight, Linden and Linden Jr. holding his nephew Daniel Findlay. Not pictured is daughter Arthurine who is now a Peace Corps secretary in the Kingston office.

Kingston.

Years later, when I coordinated a speakers bureau for the Returned Peace Corps Volunteers of New Jersey, I saw that our Project for Early Childhood Education was unique in that it worked so well at the time, and also reached so far into the future.

Dr. Grant's update left us brimming with pride. He shared that since our initial efforts, the Van Leer Foundation has given grants to Third World countries all over the world. He has traveled from Southeast Asia to Africa to South America and throughout the Caribbean helping other nations pilot their own Project for Early Childhood Education. Surely this is what the Peace Corps is all about!

As a final contribution to Jamaica, the Volunteers of Jamaica VII voted to present our remaining reunion funds to what is now called the Centre for Early Childhood Education, still under the capable management of Dr. Grant, and still touching and changing the lives of Jamaican children.

Pamela Liggett Bowman

25th Anniversary Event Coverage

The November-December issue of *Peace Corps Times* will cover the activities surrounding the 25th Anniversary Peace Corps Conference. We will highlight the conference and include the keynote speeches by Philippines President Corazon Aquino, Peace Corps Director Loret Miller Ruppe and the first Director Sargent Shriver.

Other events featured will be the Memorial Walk to Arlington Cemetery to honor President John F. Kennedy and Peace Corps Volunteers who died in service and the Salute to Peace Corps and the Volunteers of the Year at the Kennedy Center for the Performing Arts.

The country focus will be on the Philippines. And, we will have a special story on new books about Peace Corps, fact and fiction.

In upcoming editions we plan to highlight the activities and work of Volunteers in two NANEAP posts, the Solomon Islands and the Seychelles.

Personnel/Personal

After serving four years in the Inter-America Region, Linda Borst has returned to Peace Corps/Washington as the Chief of Operations for the Africa Region. From 1984 until just recently, she was the APCD/Programming and Training in Jamaica and prior to that served a tour as the Program and Training Officer for Belize.

Borst taught math as a Volunteer in Belize from 1972 to 1974. After her Volunteer service she worked for Peace Corps/ACTION as a recruiter and was placement manager in the San Francisco and New York offices. In all, she has had 14 years of service with the agency.

She is a native of New York City and graduated from the University of Vermont.

* * *

Dr. Marilyn Lashley, RPCV/Liberia 1978 to 1980 will be the APCD/Education in Botswana where Peace Corps has been serving since 1966. As a Volunteer she was special assistant to the Deputy Minister of Education.

She has worked in the Netherlands Antilles, and here at home in teacher training, consultant psychologist, research consultant and Peace Corps trainer.

Lashley has received awards including Public Service Fellow 1986; National Science Foundation Fellowship 1985; guest scholar Brookings Institution 1984 and Outstanding Young Women of America 1981.

She holds a bachelor's degree in psychology/philosophy from Millikin University 1969; a master's in education from the University of Chicago 1986 and a PhD in behavioral science from there in 1986.

* * *

RPCV John Nittler has been named the new APCD/Forestry and Agriculture for The Gambia. Peace Corps has served The Gambia since 1967. Nittler's extensive experience in The Gambia includes his service as a Private Service Contractor in Forestry for Peace Corps as well as PSC/Forestry Advisor for USAID. Prior to that he worked for Save The Children as a Forestry Project Coordinator in Somalia from 1982

to 1984. Nittler was a project coordinator for a timber company in the state of Washington from 1979 to 1981.

An RPCV/Guatemala, 1976-1979 Nittler also worked in a forestry program. He has a bachelor's degree in forestry from the University of Missouri and earned his master's in international forestry economics from Yale University.

* * *

RPCV Bob Condry, who for the past four years has been with the Office of Returned Volunteer Services, is the new APCD/Programming and Training for Western Samoa. Peace Corps has served in Western Samoa since 1967. Condry was a PCV in the Dominican Republic from 1978 to 1981.

Condry received his undergraduate degree from the University of Arkansas and his master's in public administration from Syracuse University. In addition to his work in city governments in Arkansas and New York, he was a teaching assistant at the Arkansas School for the Blind and the Arkansas Children's Colony.

* * *

Chuck Howell is the new Desk Officer for Thailand, Papua New Guinea and Seychelles. He served in Thailand as a Volunteer from 1974 to 1976. Howell did his undergraduate work at Florida State University and received his master's degree

from Johns Hopkins University in Chinese studies and international economics.

Prior to this appointment, Howell served with the International Rescue Committee dealing with Laotian refugees and with ACTION in its domestic refugee program.

* * *

RPCV Lewis Greenstein has accepted the newly created position of Education Liaison for the Office of Private Sector Relations/Development Education. As a Volunteer he was a teacher in Funyula, Kenya from 1966 to 1968.

Prior to this appointment Greenstein was the Director of Development of Paine College since 1983. From 1980 to 1983, he was the Executive Director for the Foundation for International Understanding Through Students and from 1974 to 1980, was Assistant Dean of Moravian College. He also taught history at Paine College, Moravian College, Temple and Indiana Universities.

Greenstein graduated from Dartmouth College and received his master's and doctorate from Indiana University. He was a Fulbright Scholar. Among his other accomplishments he is fluent in German and Swahili.

ANSWERS

1. Ghana, Colombia and Tanzania (Tanganyika)
2. Ghana—August, 1981
3. In a campaign speech at 2:00 a.m., Oct. 14, 1960 at the University of Michigan.
4. Africa, Inter-America and NANEAP (North Africa, Near East, Asia and the Pacific)
5. Lesotho, Africa
6. Tunisia—according to our map it's above the 30th parallel.
7. Nepal—the Himalayas
8. Dominican Republic—the Cathedral de Santa Maria la Menor, built in 1523 in Santo Domingo. It holds the remains of Christopher Columbus.
9. The African country of Mali
10. The Pacific island nation of Tonga

ICE ALMANAC

From the Field

Pour-Flush Toilet/Fiji

The following is adapted from an article written by John Schubert, PCV/Fiji. His original report was in response to problems associated with an existing chair-style model. Enthusiasm for pour-flush toilets was almost non-existent due to perceptions that such toilets in other areas were either unused, dirty or poorly functioning.

Culture and environment dictated a riseless (squatting) toilet. After discussions with the Ministry, the Ministry of Health pour-flush bowl was adapted for use in this riseless model. Villagers' interest was immediately shown. Village and school toilet-building projects were started, and by the time John and his wife left the village nine such toilets had been constructed.

Advantages

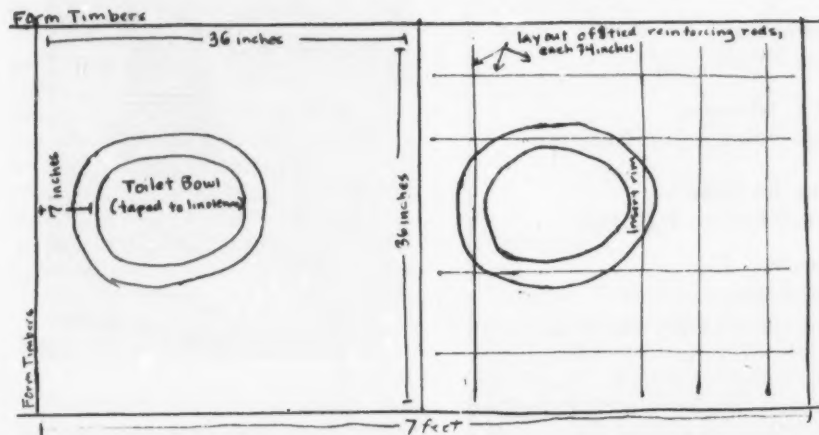
This model:

- uses less cement, sand and gravel and thus reduces production and labor costs by about 25 percent;
- uses a simple form made from often locally available resources;
- offers a more gradual change from traditional Fijian defecation habits, thus enhancing ease of acceptance and likelihood of its use;
- offers a potentially cleaner, more sanitary toilet, thus further enhancing its acceptability; and
- offers health benefits over sitting (according to many medical authorities). It induces more thorough elimination of wastes, thus reducing constipation and the likelihood of diseases of the rectum, colon and lower intestines.

CONSTRUCTION

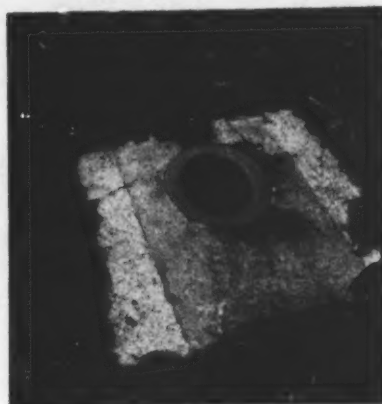
Form

Any pieces of scrap timber at least 2 inches thick and 36 inches long can be used to construct the 3-foot



by 3-foot form for pouring the 2-inch thick concrete slab. If several toilets are to be made, it is easy to make two adjacent forms if two 7-foot pieces of timber are available (photo 2, diagram 1).

The form must sit on a hard level surface. If no concrete floors or slabs are available, you can use some other hard, flat surface such as masonite. To prevent the poured concrete from adhering to the work surface, cover it with a piece of linoleum or heavy plastic sheet.



Installed, riseless pour-flush toilet. In this design, a plastic Ministry of Health insert bowl simply sits flush in reinforced concrete slab.

Diagram 1—Form for each toilet slab is 36 inches by 36 inches. Back of toilet insert is 7 inches from nearest form timber. The reinforcing rods surrounding the toilet insert lie midway on its rim.

Toilet Slab

Once the form is set up, place a plastic toilet insert upside down on the linoleum and tape it in place. The back of the bowl should be 7 inches from one side of the form and otherwise centered from side to side. Next, cut and tie with binding wire at least eight pieces of 1/4-inch reinforcing iron rod, each 34 inches long. For maximum slab strength, it is ideal if the four pieces immediately surrounding the toilet bowl lie midway on the rim of the bowl (photo 2, diagram 1).

For best adhesion to concrete, the rods should be nearly rust free; a quick once over with sandpaper should suffice. Try to keep the rods from touching the form, otherwise, when the slab is out of the form, the rods will be exposed to the air, leading to rust and eventual failure. Now lift out the tied rods and place to the side. Oil the form and bottom 2 inches of the toilet insert for easy re-

(Continued on page 14)

ICE Almanac

ICE Director
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Editor
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Networking
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S.P.A. Network
Linda Spink & Jim Patterson

From the Field
John Schubert, PCV Fiji

Feature
John Blair

The ICE ALMANAC features a variety of Volunteer ideas and technologies which can be adapted locally, and highlights particular program areas with notes and recommendations from programming specialists in the Office of Training and Program Support.

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. As such, ICE provides a means of collecting and sharing the best results of Volunteer programs in the field. Volunteers are encouraged to contribute information to the ICE ALMANAC or ICE Resource Center. Contributions, requests for technical information or correspondence concerning the ALMANAC should be sent to: Peace Corps, ICE, Rm. M-707, 806 Connecticut Ave., NW, Washington, DC 20526.

(Flush from page 13)

moval of slab and toilet bowl insert. Old motor oil will work fine.

Mix well two measured drums (20-litre kerosene size) of clean, hard gravel (less than 1/2-inch diameter), one drum clean sand and 1/4 drum fresh cement. Add just enough clean, fresh water to make a mix that, when it is patted with a shovel, is about the consistency of jello or blubber. A mix that is either too wet or too dry (runny or crumbly) will yield a weak slab. The clean, hard



Photo 2

gravel and clean sand are also important for a solid slab—crumbly gravel and dirty or salty sand severely weaken concrete.

Pour 1/2 of the mix into the form, spread evenly and tamp well. This makes about 1 inch of poured concrete. Then place the reinforcing rods on top of this, pour in the remaining concrete, spread evenly and

tamp well again. Tap the sides of the form. Try not to overwork the concrete or the cement will float to the surface with excess water, thus weakening the slab.

For maximum strength, the concrete should be kept wet and out of the sun for at least 10 days. This allows it to cure slowly and evenly. A fairly effective way to do this is to cover the slab with black plastic and wet the concrete twice a day. (Note: For further information on proper concrete work, see the chapter on concrete in ICE Manual M-6, *Self-Help Construction of 1-Story Buildings*.)

After a day or two the form can be removed. The slabs, however, should not be lifted for at least 3 or 4 days. They can be installed after 2 to 3 weeks. Of note, each slab should be kept with the plastic toilet insert used to cast it so that the fit is perfect.

Installation of Toilet

The first step is to choose a site not far from the user's house, as near as possible to a supply of water. The location should not be above a cut bank or on a very steep slope lest foul water seep out from the hole. Judgement and user involvement in

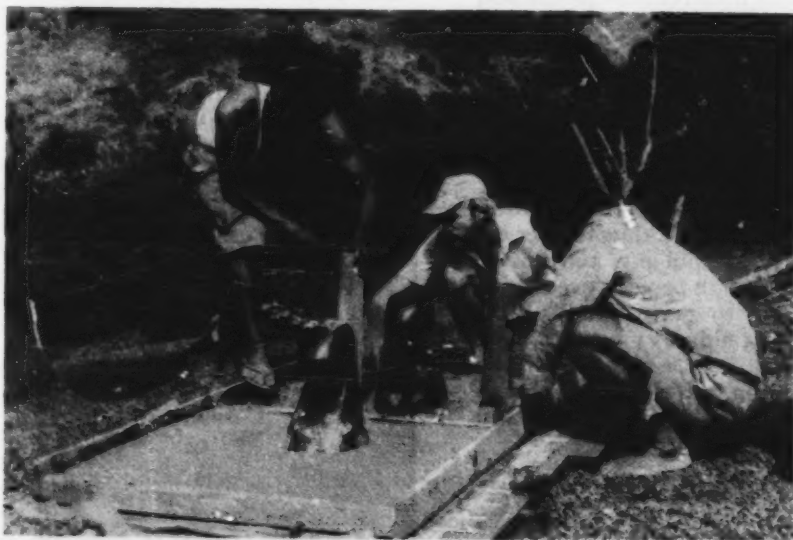


Photo 3—Toilet slab in the background is being tamped after 1/2 of the mix has been poured, prior to the placement of the tied rods. Slab in the foreground has been

poured to a thickness of 2 inches with reinforcing rod sandwiched in the middle.

site selection is important.

Next, a hole should be dug, at least 8 feet deep and no larger than 3 feet by 3 feet wide at the top. Of course, the deeper the hole, the longer time before the toilet will need to be moved. Areas where the water table is high might require a second, adjacent soak-away hole connected by a piece of pipe to drain the excess water. (You may wish to consult ICE Reprint, R-29, *Water Purification, Distribution and Disposal*, which contains technical information on use of a toilet hole, planning guidelines, alternative waste disposal systems including septic and a useful section on concrete preparation.)

When the hole is complete, two sturdy logs should be laid across the hole for the toilet slab to rest on. The sides should then be sealed with other logs, rocks and dirt so no flies, mosquitoes or smell can get in or out. If a privy house is built around the hole, a thin layer of concrete should be poured over the exposed dirt sealing the hole to keep the room clean and free of fecal-related

parasites. (If the top of the hole is less than 3 feet by 3 feet, no logs or sealing will be required; the slab will be supported by the surrounding ground.)

There are many ways to supply and store the water necessary to flush the toilet. Used 44-gallon drums filled by roof runoff are common, though care should be taken that mosquitoes do not start to breed there. Such drums can be raised a bit, and a tap and pipe braised on that enters the toilet house to fill a bucket inside. (For further help, consult the ICE publication, WS052, *Rural Water/Sanitation Projects*, reprinted from the *Water for the World* series.)

Use of the Toilet

There are two critical things that must be explained to all users for effective flushing of the plastic toilet insert: use lots of water (a bucket), and pour it rapidly from the back to the front of the bowl (diagram 2).

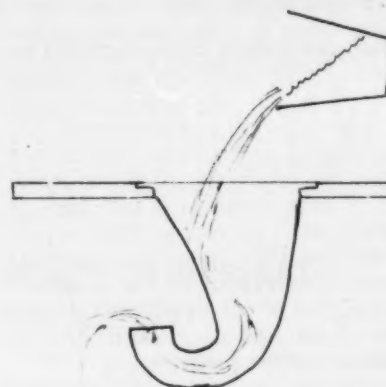


Diagram 2

Normal flushing should keep the insert clean, but each family should have a toilet brush on hand for occasional use to keep the bowl odor free. A second flush over the brush should keep it clean. If the bowl ever becomes blocked, it is easily lifted from the slab (providing the insert was oiled prior to pouring the concrete) for ease of cleaning.

Feature

Mother and Child Survival: A Concerted Effort

Children enter the world wide-eyed and curious. All too often, however, their wonder at the world around them is cut short. For millions of youngsters in Africa, Asia and the Americas life ends almost as soon as it begins. Every two seconds disease or malnutrition kills a Third World child under the age of five, according to the United Nations Children's Fund (UNICEF). Early and avoidable death strikes more than 40,000 youngsters a day, more than 14 million children a year.

Diseases such as measles, tetanus, whooping cough, diphtheria, poliomyelitis and tuberculosis carry off countless youngsters. Pneumonia and bronchitis take their daily fatal toll among the new generation. Other children succumb dehydrated due to diarrheal disease, feverish from malaria or weakened by a protein-calorie deficient diet. Tragically also strikes among the survivors. For every premature death,

UNICEF estimates that six other children live on in hunger and ill health which affects them physically and mentally all their lives.

This vicious cycle of childhood disease, death, malnutrition and poverty can be broken, according to Dr. Haldan Mahler, director-general of the World Health Organization (WHO), by extending primary health care to the planet's non-urban poor. In 1978, at an historic WHO and UNICEF-sponsored conference at Alma Ata in the Soviet Union, 134 countries agreed to launch and sustain primary health care as part of their national health systems. This new emphasis on primary health care, Mahler points out, promotes general health with preventive action at the local, usually rural, level. It minimizes dependence on highly technical, costly, often urban, hospital-based curative medicine.

The Declaration of Alma Ata, which has been endorsed by the

United States, urges the creation of health teams to bring health care to communities where people live and work. These teams should include physicians, nurses, midwives, auxiliaries, community workers and even traditional practitioners. The action plan, which gives special attention to maternal and child health concerns, calls for health and nutrition education, immunization, treatment of common diseases and injuries and the provision of essential drugs. Primary health care proponents cite World Bank estimates that a fully functional primary health care system could mean an increase in life expectancy by as much as 24 years in poor regions in Africa, and by 11 years in Latin America and Asia.

Third World nations have begun to direct their scarce health personnel resources toward providing preventive health services to the rural

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(Survival from page 15)

poor, particularly to mothers and infants. A 1983 WHO survey of 70 developing nations, for instance, revealed that 49 countries were implementing new primary health care initiatives which included the training of large numbers of paramedical personnel. This year a WHO report noted that 100 countries (comprising about 95 percent of the under-5 population of the developing world) have launched national diarrheal disease control programs.

THE PEACE CORPS RESPONSE

Peace Corps Volunteers are contributing to these Third World efforts to extend the benefits of primary health care into the rural areas, according to Colleen Conroy, manager of the Health/Nutrition Sector in the Peace Corps Office of Training and Program Support (OTAPS). Conroy, who previously served as a PCV in Brazil (1964-67) and as Associate Director (APCD) for health and education programs in Benin (1969-74), says that "The Peace Corps today is a recognized team player in the world of international health. The Peace Corps reflects the concerns of the individual ministries of health with which it works. The Peace Corps thus actively seeks to participate in health projects with other national and international agencies, as well as with private voluntary organizations (PVOs)."

"Health ministry officials no longer seek Volunteers for urban hospitals or city clinics to fill fulltime jobs as providers of essential health services," Conroy says. "Instead, cooperative health training programs which emphasize primary health concerns, especially related to maternal and child health needs, have become the norm. Today's health sector Volunteers work more in preventive health areas with increased assignments to rural communities. Their activities focus on all areas of rural community health, including maternal/child health, nutrition, san-

itation, health education and the training of village health workers."

Health projects and Volunteer job assignments vary from host country to host country. Conroy affirms, however, that Peace Corps health goals remain fundamentally the same. They are:

- to contribute to improving health care for the poor majority in developing countries, through primary and preventive health services,
- to upgrade the health knowledge and skills of host country health workers, through in-service education and training at the local level, and
- to promote community initiative, participation and resource involvement in activities aimed at improving health and building self-reliant capacities for continued improvement.

Health and nutrition programs represent 12 percent of the Peace Corps programs worldwide, ranking third after education (35 percent) and agriculture (26 percent). PCVs work in health programs in 32 of the 62 countries that currently host the agency.

To assist Volunteers in achieving their goals, the Peace Corps, in 1983, signed three cooperative agreements with the Agency for International Development (AID) in:

- Oral Rehydration Therapy (ORT)/Diarrheal Disease Control;
- Combatting Childhood Communicable Diseases (CCCD); and
- Nutrition.

The Peace Corps also increased dialogue with WHO, the Pan American Health Organization (PAHO) and the U.S. Centers for Disease Control (CDC) concerning health policy, the dissemination of technical information and the provision of

training materials to the Peace Corps. Contact is also maintained with Technologies for Primary Health Care (PRITECH) Group, AID's major contractor for the provision of technical assistance on ORT/Immunization to national ministries of health.

Conroy credits the AID cooperative agreements with substantially increasing the Peace Corps' ability to combat infant and early childhood morbidity. She says that increased program collaboration lessens the potential for duplication of efforts, provides money for training materials, supports many pre-service and in-service health conferences and funds participation by Volunteer counterparts in the Peace Corps training programs.

THE CCCD PROGRAM

Conroy cites the Combatting Childhood Communicable Diseases (CCCD) program as an example of what can be done when concerned national and international agencies work together to address the serious health problems of high risk populations. Although the Peace Corps has long worked in country immunization and maternal child health feeding programs, as well as in primary school health education efforts, the agency's agreement with AID and CDC has enabled it to develop a multi-national program of precise interventions to reduce high infant mortality and morbidity in sub-Saharan Africa due to diarrheal disease/dehydration, vaccine preventable diseases and malaria.

Laurie Ackerman, a PCV stationed in Liberia, admits that multiple agency involvement in primary health programs can, however, add to paperwork. But she declares, "You can do a lot more things when you are working on a funded project than you can when it's not funded. The Peace Corps also contributes its own philosophy to the various projects. We're out there in the field, working with counterparts, emphasizing self-help and self-sufficiency." Ackerman, who holds a masters degree in public health, works in Monrovia and Bomi County as a

CCCD logistics training officer. Last January, she participated with four other health sector Volunteers and with counterparts from the Liberian Ministry of Health in a CCCD-supported national vaccination campaign.

We're out there in the field working with counterparts, emphasizing self-help and self-sufficiency.

—Ackerman

Thousands of children in Liberia's 13 counties were vaccinated for pertussis (whooping cough), tetanus, diphtheria, measles, poliomyelitis, and tuberculosis, while women of childbearing age received injections for tetanus toxoid. The immunization campaign, which Liberian public health authorities hope to make an annual event, received boosts from PCV-prepared graphics and from Volunteers who worked with counterparts to prepare scripts for the Liberian Rural Radio Station.

The Liberian CCCD program operates with funds from AID and from the Liberian Ministry of Health. The U.S. Centers for Disease Control provide a technical advisor. The Peace Corps assigns Volunteers to work on the various projects which, in addition to the immunization efforts, include training in oral rehydration therapy (ORT) in malaria treatment. The malaria initiative is especially important. Last year more than a million African children between six months and four years of age died of this disease. The CCCD approach in Liberia is to promote "presumptive" treatment. In other words, parents should assume any fever in a child is malaria and treat it with a curative dose of chloroquine.

The PCVs and their Liberian counterparts hold planning meetings monthly in the CCCD office in the Ministry of Health. Representatives from UNICEF, Plan International, WHO, Rotary International, Rotary Liberia and the Christian Health Association of Liberia often

participate in CCCD-funded health projects. The CCCD Liberian Volunteer counterparts attend all health sector in-service training conferences. According to Ackerman, "the close working relationship between the American and Liberian colleagues fosters a real exchange. We learn from each other. It's not one teaching another."

Under the CCCD program the Peace Corps has also supported projects in Zaire, Togo, Malawi, the Central African Republic and Lesotho. In addition to the CCCD countries, Peace Corps also has provided health education technical training to Volunteers and host country personnel in Mauritania, Mali and Swaziland.

The cooperative agreements with AID have provided the Health and Nutrition sector of OTAPS with funds to up-grade pre-service and in-service training. The staff uses the additional resources to identify and hire expert consultants for seminars, expand workshop attendance to include Volunteer counterparts and develop new course material. Conroy says that the AID funds have also improved OTAPS ability to assess and evaluate field programs and workshops, helping the staff design more effective and relevant training programs.

CHP International, under contract to the Peace Corps, worked with OTAPS Health/Nutrition Sector staff in preparing a 1,255-page, 2-volume manual for trainers of health PCVs and their counterparts (CCCD training manual). This comprehensive training manual, published by the Information Collection and Exchange Division (ICE), with funds from AID, contains more than 200 hours of suggested lecture outlines on primary health concerns, as well as instructions on adult teaching and adult education techniques. Basic nutritional information, examples of data to be included on growth charts and the preparation of community health surveys are a few of the topics covered in the trainer's manual.

The training manuals, that are to be translated into French and Spanish, also offer guidelines for planning and implementing a childhood

immunization clinic, suggestions for making the best uses of radio and print media to promote preventive medicine and lists of food sources to facilitate weaning. The material was reviewed by Volunteers and their host-country counterparts during training programs in six African countries.

PEACE CORPS/AID NUTRITION

The Peace Corps joint nutrition program with AID provides additional program and training development assistance to the field that focus on three areas: vegetable gardening for family consumption, household food preservation and nutrition education strategies. Funds are available for specialized in-service conferences and workshops for PCVs, host country counterparts and often local PVO technicians that

(Continued on page 18)

GIVE!

The ICE staff works hard to provide you with the most relevant, up-to-date technical information for your projects. Not surprisingly, the most useful materials we distribute are those which have been developed over the years by Volunteers like you working in agriculture, education, forestry and a host of other areas.

We depend on contributions from PCVs and staff in the field to build our collection of appropriate technical materials. Volunteers' contributions are frequently published as how-to manuals. They often appear as articles in the ICE Almanac. And they make up the bulk of the reports, designs, lesson plans and other documents in the ICE Resource Center.

We are vitally interested in the results of your work. Take time to write up your fisheries project or your design for a better appropriate technology mousetrap and send it to ICE. Your fellow PCVs around the world will thank you for it!

(Survival from page 17)

focus on the means of improving household security by promoting family gardens. By the end of 1987 the Health Sector will have organized inservice training programs for PCV and host country nationals in Honduras, Western Samoa, Ecuador, Thailand, the Gambia, Jamaica, Papua New Guinea, the Central African Republic, Mauritania, Mali, Swaziland and Botswana. The Peace Corps, League for International Food Education (L.I.F.E.) and AID have also collaborated on preparing a mixed garden training manual.

Peggy Mietes, Health Sector coordinator of nutrition training, stresses the role community profiles or surveys can play in designing effective calorie- and protein-boosting programs. Site specific, social and economic profiles, she says, allow the Volunteers to help increase the frequency of higher energy, low bulk diets, important features for children subject to frequent episodes of diarrheal disease. "Adults," she says, "have a mechanism to cope with times of malnutrition. They lose weight. Such periods, however, are too often fatal for children. It often represents too great an assault on their systems. Children need more meals or more calorie-dense meals to insure recovery."

Mietes also points out that Vita-

min A deficiency, which has been linked to changes in children's respiratory, urinary and gastrointestinal tracts, as well as to loss of sight and to impaired vision, can be prevented. Nutrition workers can identify local sources of food rich in Vitamin A and promote garden projects which incorporate these sources.

THE FUTURE— INCREASED CHILD SURVIVAL

Conroy looks forward to more extensive Peace Corps collaboration with AID and other international agencies. An interagency Child Survival initiative scheduled for implementation this fall significantly expands the Peace Corps disease control, nutrition and health education programs in Africa, Asia and the Americas. Specific PCV and counterpart activities might include:

- *Health Information Systems*—Participate in the collection of mortality and morbidity information, and the survey of health services utilization and immunization compliance.

- *Operations Research*—Participate in country research such as immunization effectiveness, malaria control interventions and oral rehydration solutions.

- *Disease Control and Nutrition Promotion*—Participate in immunization and ORT campaigns; train village health agents how to correctly treat and refer children with diarrhea/dehydration, treat infant/child fevers (presumptive malaria), monitor growth and infant weaning practices, educate the community in the basics of water and sanitation practices; train primary/secondary teachers to conduct child health and nutrition courses; mobilize communities to participate in safe water and community sanitation projects, address special child nutritional needs (such as Vitamin A supplements) and promote gardens as a means of increasing household food and income for the families.

- *Health Education*—Integrate health education in all the above activities. Develop audiovisual and mass media tools. Conduct health education focus groups, identify and assess at community levels behavioral changes resulting from health education interventions.

"It's a new day for the Peace Corps," declares Conroy. "The collaboration with AID allows us to make maximum use of our resources. It puts our outstanding Volunteers in places where they can do the most good." And that's good news for the world's children.

S.P.A. Network

THE COORDINATOR

Health is one of the areas of greatest need and concerted effort in developing countries. Healthy adults increase the productive work force, provide better care for their families and more effectively address their community needs. Healthy children are more attentive in school, contribute to the family and ensure a brighter future for their countries.

Peace Corps and the United States Agency for International Development (AID) are very interested in supporting PCVs' work in health and are eager to provide assistance in whatever way possible. Through

several Participating Agency Service Agreements (PASAs), AID provides money to train PCVs and community counterparts in a variety of health areas, such as oral rehydration therapy, child survival and communicable diseases. In the third and fourth quarter, fiscal year 1986, Technical Assistance (TA) funds supported a water/sanitation workshop in Malawi, a nutrition gardens IST in Mali, and a health education IST in the Dominican Republic.

Because of the importance of health, AID and Peace Corps have expanded the S.P.A. Program to include community health projects. To

date, 23 of the 35 countries with S.P.A. Programs have received \$15 thousand earmarked for community self-help projects in health. In the few months since health was included in the program, we have received 30 project reports. The majority of these projects have focused their efforts on providing improved water systems to schools and families. The size of projects varies from rainwater catchment tanks for \$625 to spring water systems for \$8,925. We are excited by the enthusiasm and planning which has gone into these projects and see great potential for future health projects.

Robert Clay, AID health advisor and technical advisor for the Health S.P.A. Program, believes that Peace Corps Volunteers can play an important role in responding to perceived needs in a way that reflects the conditions and constraints of a location. According to Clay, Peace Corps Volunteers often provide innovative ideas and flexibility to health schemes generated by the community. When asked about advice he could offer PCVs and communities working on health projects, Clay suggested that they should coordinate their community health projects with other ongoing efforts so that their activities can be sustained over the long term. In addition, he suggested that, wherever possible, Volunteers should be aware of national health policy in designing their health projects to avoid confusion, mixed messages and duplication of efforts on the part of the population.

Clay also works with the AID health programs in child survival, diarrheal disease control and immunization. He feels that community projects can benefit by tying in with child survival, oral rehydration or malaria training that has been done in country.

Publications listed as "available through ICE" are free to PCVs and staff according to the distribution policy indicated for each title. For the benefit of our non-Peace Corps readers, complete ordering information has been provided for all titles.

PCVs and staff may order ICE publications by letter or cable from: Peace Corps Information Collection and Exchange, Rm M-701, 806 Connecticut Avenue N.W., Washington, D.C. 20526 USA.

Please note: additional copies of limited-distribution titles and materials which are listed as "not currently available from ICE" must be purchased directly from the publisher using incountry funds. PCVs should contact their incountry staff regarding assistance in making these work-related purchases.

We recognize that developing community health projects is not always easy. Often the immediate need for supplies and materials is seen as the problem, thereby leading one to surmise that the solution is to purchase these missing supplies. The purchase of materials or supplies alone, however, does not help to develop self reliance. PCVs working in health projects need to look at helping a community help itself by generating income for needed supplies or by mobilizing their own resources instead of making major purchases with outside funding. This may be a tall order in some cases, but we think the following article will help you consider ways of working with health projects in your community. Volunteers are encouraged to write to ICE or AID for technical information.

CONSIDERING A HEALTH PROJECT: IDEAS AND SUGGESTIONS

The year 2000 is almost upon us and there is still work to be done to achieve the goal of "HEALTH FOR ALL BY THE YEAR 2000". Why not be part of the international effort? If you need some help getting started, or are looking for some ideas, keep reading.

To date, S.P.A. has provided funding for health projects in 23 countries in Africa, Inter-America, and North Africa, the Near East, Asia and the Pacific. These health projects have been, and will continue to be, related to diarrheal diseases, immunization, malaria, maternal health, nutrition, water supply or health education. The list is vast, with possibilities for a variety of different projects. As varied as the projects are, however, they all have had one major aspect in common; all have been community-based, managed and designed. An ingredient of any S.P.A. program, and especially a health program, is the ability of the project to continue once the Peace Corps Volunteer has gone. Successful projects have achieved this goal



Drawing by Sokie Gonzalez for the S.P.A. brochure.

by using the S.P.A. funds wisely—to generate income rather than to make purchases. Following are a few projects which have worked.

One successful S.P.A. project solved a problem faced by a local health committee—the lack of drugs for their village health hut. The village health committee turned to the local Peace Corps Volunteer to discuss their ideas. Together, the PCV and the committee decided on a revolving drug fund, whereby an initial stock of medicinal drugs would be purchased and sold at a small profit in order to finance the next drug purchase. The community approved of the idea, and the PCV and the health committee next discussed where to find money for the initial stock of medicinal drugs. It was decided that the money raised by the community was insufficient for the supply needed. The PCV explained the S.P.A. fund, and, together, the committee and the Peace

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COUNTRY SPOTLIGHT

"Karibuni Kenya"—Welcome to Kenya, Peace Corps' largest post in Africa. Situated on the eastern coast of Africa, Kenya is currently host of 250 Peace Corps Volunteers in a variety of programs including education, small business, fisheries, agroforestry, water supply, vocational education and small town development.

Many Kenya Volunteers are involved with secondary projects in addition to their primary Peace Corps job assignments. These PCVs are working with local development groups formed by students, women, farmers or other interest groups. Peace Corps Volunteers have been helpful to these local groups in many ways, including introducing them to S.P.A. and S.P.A. funding.

The S.P.A. Program has been very active in Kenya, with over 90 communities and Peace Corps Volunteers designing and implementing projects. To date, the S.P.A. Program has provided over \$175 thousand to different community-based and managed projects as varied as water supply, integrated aquaculture, chicken raising, reforestation, vegetable gardening, women's income generation and solar electricity.

S.P.A. funds exist to aid development groups in their efforts to become self-sustaining; projects in Kenya have been particularly successful when S.P.A. funds have been used by development groups to assist existing projects. Funds have been requested by these groups to provide the resources necessary to expand or improve their operations. Careful work on the part of Kenya Volunteers and development groups has assured that the funds will be

used in a manner that will help, rather than hinder, the goal of self-sufficiency.

One aspect worth noting in many of the Kenyan projects is the effort that has been made to design integrated development projects. For example, a fish farm cooperative needing phosphorus for their fishponds received S.P.A. funds to start a chicken farm for the phosphorus contained in the chicken manure. Not only are the chicken eggs sold, raising money for the cooperative and the individual members, but all members receive a double education in both fish and chicken farming! The cooperative expects to be able to finance further development schemes through the sale of eggs and fish.

Peace Corps Kenya staff has also worked to promote the goal of self-sufficiency by implementing a review process for each S.P.A. proposal submitted. Before accepting the proposal, Kenya staff reviews the documentation to ensure that the Peace Corps Volunteer and development group have carefully thought out each aspect of the plan. The proposal must indicate how the community plans to assume responsibility of the project after the initial involvement of the PCV. In addition, it must show that the funds will be used for a project that will not only address immediate needs, but will involve the transfer of skills. The appropriate Associate Peace Corps Director makes suggestions on how to improve either the project or the proposal and assists the Peace Corps Volunteer and the development group in ensuring that the proposed project follows S.P.A. guidelines. The rigorous review process has done a great deal to ensure the high quality of Peace Corps Kenya's S.P.A. funded projects.

self-financing system is working. The Peace Corps Volunteer's involvement was small, but crucial.

In a water project it may not be possible to use S.P.A. funding as a way to start an auto-financing system, because in many societies selling water is unheard of. In that case,

the object is to think not only of installing a water system, but to think also of the long-term benefits for the population. In many water projects funded by S.P.A., it is stated that the installation of a water system will teach the community the benefits of clean water as well as the construction techniques involved. Sadly enough, that is rarely so.

Most people do not learn from watching, they learn from doing. Why not organize a health education contest at the local high school, centered around the health benefits of potable water and user guidelines from the new system? Each high school class could come up with a song, slogan or theater piece. The pieces could be judged, and the winning class could receive a small prize or certificate. The different classes could travel to the local primary schools, markets, churches or mosques to present their health and user education sessions. In addition, vocational education students can participate in the construction of the system, receiving a "hands-on" education that would serve them after they had finished school.

S.P.A. will look at health education and construction efforts as part of the community's contributions to the projects. Rather than assuming an understanding of the health benefits of the project, why not have the community plan for that understanding right from the start?

Other project ideas feasible for S.P.A. funding include assisting traditional mid-wives, developing malaria control and working on nutrition projects.

A committee of traditional mid-wives might request S.P.A. funds to purchase an initial stock of materials in order to make birth kits: razors, soap and clean strips of cloth to use for cutting the umbilical cords of newborn infants. The mid-wives would be responsible for charging a small fee at each birth in order to finance the kits. The Peace Corps Volunteer could work with the mid-wives to design health education lessons on any number of topics including breast feeding, neo-natal tetanus and other immunizable dis-

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Corps Volunteer wrote the request. The funds raised by the community and the S.P.A. funds together were enough to purchase the drugs. The committee is now in charge of purchasing new medicinal drugs after the health worker signals that the stock is running low; in short, the

Networking

Are you looking for sources of books and periodicals for your school or ministry? Could your community benefit from a local lending library? Do you know of a technical organization in dire need of basic informational resources? Although you may feel like quality reading materials are impossible to come by, there are organizations who are trying to put books into the hands of people who could use them. This article highlights a few of these organizations; write to ICE for the addresses of other groups.

Darien Book Aid Plan

For thirty-seven years, the Darien Book Aid Plan has been distributing free materials with the hope of building a foundation of peace, understanding and friendship. During this time, Book Aid has distributed approximately 1,300 tons of quality materials to people in over 150 countries. Peace Corps Volunteers alone received 12,589 pounds last year.

To fill overseas requests, the volunteers at Book Aid screen the donated new and used materials for condition, timeliness and content. Book Aid offers textbooks, fiction (classics and contemporary), nonfiction and reference books (e.g. dictionaries, encyclopedias) and *National Geographics*. These materials are usually available for adults and



Some NANEAP participants take time from the busy schedule of the ICE Incountry Resource Center Workshop to enjoy a Filipino-style marienda.

children, occasionally in languages other than English. Because all materials are donated, Book Aid may be unable to provide certain categories of materials and cannot provide multiple copies of a given title.

When requesting materials from Book Aid, please supply the following information on official stationery if possible: a brief description of your school or project including subjects, grade or age levels, language ability, number of people involved; your printed name and mailing address; and the fact that you are a Peace Corps Volunteer. Book Aid sends the materials in 10-pound padded envelopes via surface mail.

Delivery, therefore, should not be expected for three to six months. Book Aid will notify you when a shipment leaves Darien and requests that you arrange for someone to accept the materials if you cannot.

Book Aid volunteers enjoy working with Peace Corps and have been considered the principal source of books for the Peace Corps. The Peace Corps Secretary, Mrs. Peggy Minnis, gives highest priority to Peace Corps' requests. Peace Corps Volunteer letters, photographs of Book Aid books in use and your personal visits to Darien are all very important to the continuing success of

(Continued on page 24)

In-country Resource Center Network

This column is a communication forum for individuals interested in resource centers—their management as well as their use. Feel free to contribute your suggestions, solutions and questions.

Networking Tools

Readily available information about local organizations and materials is essential when planning and implementing a project, but it is often difficult to locate reliable, easily accessible information. Besides asking that all-knowing individual, the next best way of accessing this type

of information is through a locally-generated resource manual. The ICE Resource Center recently received the following excellent examples of two such manuals. ICE will keep these in the Resource Center for reference use only.

Peace Corps/Nepal has compiled *Women in Development Resource Manual* which describes over twenty organizations who are actively involved in WID in Nepal. Included is a 20-page bibliography on WID books and periodicals. A handy table easily identifies the types of projects each organization handles. *Fear and Loathing on the Agriculture Trail: Guide to Agriculture and Nutrition Resources in*

Thailand is Peace Corps/Thailand's comprehensive resource manual. It covers everything from organizations and publications to Thai terminology and nutrition charts. The manual describes research stations, Thai-specific reference books, funding sources, films and film sources, Thai food beliefs and customs and other topics of interest to anyone working with agriculture, fisheries or health.

An in-country resource center cannot house every resource needed by the Peace Corps community. However, resource manuals go a long way in expanding the information available in an IRC.

Sector Updates

TRAINING

Combatting Childhood Communicable Diseases, prepared by CHP International. 1985 (Peace Corps, Information Collection and Exchange) 2 Vols. Free.

An integrative approach to the study of primary health care. Discusses in depth the elements of climate assessment, community involvement, health education and nutrition, and how these factors influence community health and the spread of diseases among children. Stresses prevention rehabilitation measures, focusing on proper sanitation methods, breastfeeding and oral rehydration therapy. Emphasizes the importance of parallelism between training and community-based development work. For pre-service and in-service training.

Available free through ICE to PC staff and others involved in the training of PCVs.

Oral Rehydration Therapy and the Control of Diarrheal Diseases, prepared by CHP International. 1985 (Peace Corps, Information Collection and Exchange) 567 pp. Free.

A comprehensive, integrative training approach to the prevention and treatment of diarrhea through primary health care and the implementation of Oral Rehydration Therapy. For in-service training of Volunteers and their counterparts. Designed to be adapted to the specific community setting. Seeks to provide PCVs with a working knowledge of ORT/CDD and with the skills necessary to apply what they have learned to the development of health education programs and the training of community health workers.

Available free through ICE to PC staff and others involved in the training of PCVs.

Technical Health Training Manual, prepared by CHP International. 1985 (Peace Corps, Information Collection and Exchange) 2 Vols. Free.

Designed as a resource to trainers primarily for pre-service training of health specialists and generalists who

work on the community and clinical levels. Provides an integrative approach to primary health care, encompassing health education, maternal and child health, nutrition, disease control and community health. Emphasizes the need for PCVs to develop complementary skills that will enable them to work cooperatively with their counterparts and community members in designing successful health education strategies.

Available free through ICE to PC staff and others involved in the training of PCVs.

TEFL/Crossover Agricultural Training Manual, prepared by Carl R. Franck, Buddy Larson, Pattana Aviphant and Randy Reitz. 1985 (Peace Corps, Information Collection and Exchange) Free.

An incountry, tropical agriculture training manual produced to facilitate TEFL/Crossover agriculture training in Thailand. Can be easily adapted to train TEFL/Crossover trainees in tropical agriculture throughout the world. Emphasizes the PCVs' primary involvement in working with students and teachers at local schools and in their homes, and introduces extension work as a continuation of this work. Volume II is the trainee edition which includes the first page of each training session as well as all handouts.

Available free through ICE to PC staff and others involved in the training of PCVs.

AGRICULTURE

Postharvest Grain Loss Assessment Methods, developed and compiled by Kenton L. Harris and Carl J. Lindblad. (American Association of Cereal Chemists) 192 pp. \$13.00.

Describes various methods for assessing postharvest grain loss due to insects, microorganisms, rodents and birds. Highly technical material is for the policy-making level on the assumption that accurate data will help in forming policy to prevent unnecessary grain loss. Proposes several methodologies because no de-

finitive system can be developed for all possible situations. Chapters cover planning the project, social and cultural guidelines, basic statistical requirements, strategies to apply at various points where loss occurs, standard measurement techniques and interpreting test results. Material is based on two conferences held in 1976 and 1977.

Available free through ICE to all PCVs and staff working in related projects.

Marketing of Agriculture Produce, MATCOM. 1982. (International Labor Organization, CH 1211, Geneva 22, Switzerland) \$19.95.

A special course in marketing designed to assist individuals involved in training the managerial staff of agricultural cooperatives in developing countries. Emphasizes basic marketing concepts, and develops them in terms of their applications to agricultural produce. Highlights the importance of information and decision-making processes for arriving at the selection of optimum methods of distribution, pricing, transport, storage, etc.

Available free through ICE to PC offices/resource centers incountry only; two copies per country.

HEALTH

Community Health, edited by C.H. Wood, J.P. Vaughan and H. de Glanville. 1981 (African Medical and Research Foundation, P.O. Box 30125, Nairobi, Kenya) 478 pp. \$3.85.

Used as a basic textbook for training medical assistants in Tanzania, volume provides a comprehensive treatment of all aspects of community health with a focus on local conditions. Discusses in detail sociological issues such as relationship between behavior, environment and health, the importance of demographic data and the patterns of health and disease. Covers administrative issues of community health services. Explains techniques for obtaining information about commu-

nity health practices, improving sanitation and providing immunization. Also covers child spacing (birth control), health education, control of communicable diseases and maternal health care.

Available free through ICE to all PCVs and staff working in related projects.

Primary Health Care Bibliography and Resource Directory, by Joel Montague, Shahnaz Montague, Deborah Cebula and Michael Favin. 1984 (American Public Health Association, 1015 15th. St., NW, Washington, DC 20015) 78 pp. \$5.00.

Makes information on primary health care more readily available to planners, managers, decision-makers and health personnel. Reference selected for usefulness, timeliness, access, cost, English language. Divided into two parts: an annotated bibliography and a resource directory.

Available free through ICE to all Health PCVs.

EDUCATION

Small Gas Engines: Fundamentals, Service, Troubleshooting, Repairs, by Alfred D. Roth. 1985 (The Goodheart-Willcox Company, Inc., South Holland, IL) 264 pp. \$14.95.

Provides basic information on small gas engines including their construction, the operation of their systems, their lubrication requirements, preventive maintenance and rebuilding. Written for students and do-it-yourselfers. Engines analyzed include 1- and 2-cylinder, 2- and 4-cycle gasoline engines. Also discusses rotary engines, diesel and LP-Gas engines.

Available free through ICE to PC offices/resource centers incountry only; one copy per country.

Understanding and Measuring Power, by American Association for Vocational Instructional Materials. 1978 (American Association for Vocational Instructional Materials, 120 Engineering Center, Athens, GA 30602) 75 pp. \$5.50.

Designed to help train students in the fundamentals of power technology in order to provide them with the skills necessary to test the power output of electric motors, internal combustion engines and power take-off units. Very valuable for determining the power specifications of engines and motors required to perform particular tasks. Highlights the special characteristics of farming and industrial tractors. Presents a step-by-step teaching method which begins with basic theoretical premises and develops them into practical principles and applications. Strong emphasis on safety precautions.

Available free through ICE to all PCVs and staff working in related projects.

ENERGY

Improved Wood Stoves: Users' Needs and Expectations in Upper Volta, a report from Volunteers in Technical Assistance (VITA, 80 S. Early St., Alexandria, VA 22304) 76 pp. \$8.25.

Identifies ways in which women can contribute to the increased use of efficient wood-burning stoves. Begins with the methodology of the study and goes on to describe the cooking practices of the region, the stoves most commonly used, the fuel requirements of these stoves and the kinds of improvements women are most likely to accept. Includes conclusions, recommendations and the questionnaire used in the study.

Available free through ICE to all PCVs and staff working in related projects.

Wood-Stove Dissemination: Proceedings of the Conference Held at Wolfheze, the Netherlands, edited by Robin Clarke. 1985 (Intermediate Technology Publications, 9 King Street, London WC2E 8HN) 202 pp. \$19.50.

Discusses unsolved problems surrounding the use of wood stoves. Papers are divided into three parts: issues in wood-stove dissemination; case studies from Africa, South America and Asia; a summary of conference findings plus a list of on-

going projects. Centers on the importance of the dissemination process in addressing unsolved problems.

Available free through ICE to PC offices/resource centers incountry only; two copies per country.

COMMUNITY DEVELOPMENT

Urban Land and Shelter for the Poor, by Patrick McAuslan. 1985 (Earthscan, 1717 Massachusetts Ave., NW, Washington, DC 20036) 143 pp. \$5.50.

An overview of the challenges governments face worldwide to develop and implement equitable urban land tenure systems. Highlights the socio-cultural, historical and political bases of land tenure. Discusses at length the development of squatter communities, their organization and expansion in an environment of conflicting political and economic inter-

Flash!

Available from the publisher:

Field Glossary of Agricultural Terms in French and English, Emphasis: West Africa

Similar to ICE's R-28, "A Glossary of Agricultural Terms: English/French, French/English," this book's French is specific to West Africa. This substantive work is 197 pages long, "spiral-bound, pocket-size and sturdy with large type for easy use under difficult field conditions." It can be read from English to French on one side and flipped over to the French/English version.

The glossary was written by Susan E. MacKay, Coordinator of Foreign Languages Training Program, International Programs in Agriculture, and Department of Foreign Languages and Literature, at Purdue University.

"Field Glossary ..." is not available from ICE, but you may purchase it for \$4.00 each (\$6.00 Canada, \$8.00 other countries) from:

Mail Room
301 S. Second St.
Lafayette, Indiana USA
47905

ests. Reviews governments' policy options in light of their ability to respond to immediate and long-term housing needs. Examines the reasons why most attempts to create satisfactory urban land tenure reforms have failed, and pinpoints the most promising alternatives.

Available free through ICE to all PCVs and staff working in related projects.

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eases and oral rehydration therapy. The funds involved would be small, but may serve as an encouragement to the mid-wives to think of other projects that improve maternal-child health in their areas.

A project designed to improve maternal-child health is not always sufficient to receive S.P.A. funding. For example, a malaria control program that asks for \$15 thousand to buy mosquito screens or netting is not only \$5 thousand above the monetary limit of S.P.A. health projects, but it is inappropriate in most cultures and would not be funded by S.P.A. Malaria control projects using current World Health Organization (WHO) guidelines for malaria control for small children *would* be funded by S.P.A., provided the purchase of malaria medication was done in a way that ensured auto-financing of the drugs. The project design in the case of the medication encourages the use of a malaria prevention/treatment plan recognized world-wide and it promotes the concept of self-sufficiency among the population. The sale of malaria medication may also be a way for a health facility to raise funds for other projects as well.

A final example might be a nutrition project at a local health facility. If the incidence of malnutrition is perceived by the population to be high, it might be possible to start a collective garden near the health center using S.P.A. funds. The families of the malnourished children would be responsible for the garden, and the food grown would be used during nutrition education classes at the health center.

Additional funds could be earned by the sale of surplus food that

would enable the health center to begin other income generating projects, such as the sale of ORT kits, measuring units and bottles for home oral rehydration therapy.

These are just a few ideas; we are sure you and your communities have others. Good luck with your efforts, and let us hear from you.

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Book Aid. For more information contact:

Darien Book Aid Plan Inc.
1926 Post Road
Darien, Connecticut 06820
U.S.A.

World Bank Volunteer Services Book Project

The World Bank Volunteer Services Book Project (WBVSBP) is similar to Book Aid because it is staffed by volunteers and relies on donated materials. Many of WBVSBP materials are like those of Book Aid, i.e., textbooks, reference books and children's books. However, unlike Book Aid, WBVSBP ships in large quantities (approximately 2,500-5,000 books in large wooden crates).

Most of WBVSBP materials are for primary and secondary school levels but other materials are sometimes available. The Bank volunteers ship the materials free of charge to a port city. From there, recipients are responsible for overland transport and distribution. Because WBVSBP distributes books in very large quantities, Volunteers should consolidate orders and coordinate requests through their Country Director. Write to the following address for further details:

WBVS Book Project
The World Bank
NB-105
1818 H Street N.W.
Washington, D.C. 20433

Canadian Organization for Development through Education

The Canadian Organization for Development through Education (CODE)—formerly known as the

Overseas Book Centre—aims to help developing countries achieve their objectives in the field of education and culture by providing educational supplies. Established over twenty-five years ago, CODE is the largest national non-profit organization of its kind, with offices and volunteers in ten Canadian cities. Unlike Book Aid and WBVSBP, CODE is a large development agency with various programs, both in Canada and abroad. CODE's overseas programs include: the Book Program; the Paper Support Program; the Committee on Overseas University Libraries Support (COULS); the Mini-Library Program; and the School Twinning Program. This article discusses only those programs involving book donations; write to CODE for more information on other activities.

The Book Program responds to requests from educational institutions with nearly-new books and other educational aids and equipment. After submitting an application, a requestor will receive a National Book List from which he may select titles relevant to his situation. CODE sends the materials free of charge, and the recipient must complete a Reply Form on that shipment before another shipment is sent.

The CODE Mini-Library Assistance Project is a specific, limited service which supplies basic technical materials to specialized groups with limited funds. The Library usually consists of up to twenty carefully selected titles in such areas as paramedicine, water management and sanitation and literacy training. CODE sends this collection free of charge on a one-time basis. For more information on these and other CODE programs, write to:

Canadian Organization for Development through Education
321 Chapel Street
Ottawa, CANADA
K1N 7Z2

Whenever you arrange to have books sent, keep in mind that you may not be at your site when they arrive. Please be certain that someone will be able to meet and process the books and to thank the donors.

986/6

PEACE CORPS TIMES

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25th Anniversary Conference

November/December 1986

PE 1.9:



ABOUT THE COVER—The long walk from the Lincoln Memorial to Arlington National Cemetery was led by a 1961 Volunteer carrying the Peace Corps flag with peace streamers and a 1986 Volunteer carrying the American flag.

Caroline Kennedy presented the first annual John F. Kennedy Volunteer of the Year Awards to (l to r) Karen Gerdes of the Philippines, Maria Mojica, who serves in Paraguay and Donald Beckley, a Volunteer in Niger.

From the Director

This special issue should give you an overall view of Peace Corps' 25th Anniversary both in the United States and around the world.

I would like to give you a brief review of my own words at the Conference in Washington. Because they were addressed to Returned Peace Corps Volunteers my theme was about reconnecting and recommitting...to reconnect with each other and Peace Corps and to recommit themselves with action to the ideals they had when they first served Peace Corps. For most who attended the Washington event, many years had gone by since their Peace Corps service. These few days of fellowship at the conference had the desired effect...rekindling friendships, re-dedication to ideals and motivation to carry on the work for peace they had begun years ago. It was a time for re-charging.

There have been immediate and visible results of the conference. The membership of the National Council of Returned Peace Corps Volunteers has soared. Plans now are to establish a new and permanent NCRPCV office in Washington. Thousands have taken pen in hand or sat down at their word processors to write about Peace Corps for their local newspapers and other publications. They have learned the importance of keeping Peace Corps alive in the public eye. These former PCVs are now living the third goal... "To help promote a better understanding of other peoples on the part of Americans," or as we say, "bringing the world back home." Americans must be educated to recognize the inter-dependent world of the 1980's!

You, in the field, are living the first two goals... "To help the people of interested countries in meeting their needs for trained personnel," and "To help promote a better understanding of Americans on the part of the peoples served." I can say, with pride, that I can think of no other group that is representing the best of America around the world.

It is expected that Peace Corps would be proud of you and your work, but so are others... the others you serve. I would like to quote the Ambassador from Ecuador, Mario



Ribadeneira, who spoke on behalf of all host countries at the Kennedy Center Salute.

"Humanity, in the 20th century, has burned its bridges in the frantic race for development. In this race, there are those who are being left behind, sometimes even without the very basic needs for subsistence. Individuals within societies such as yours which have achieved, through great effort and determination, a degree of affluence that humanity has not seen before, could forget that there is a world out there that has not been able to break the barriers of poverty, and sometimes, even of misery. The people of the Peace Corps who have been in contact with these realities become ambassadors of that world in need. Perhaps this is Peace Corps' most important contribution."

During our anniversary year, I was able to participate in several overseas anniversary events and I met with many host country officials. They echoed and elaborated on Ambassador Ribadeneira's thoughts.

As I started earlier, the conference in Washington was a time for re-charging for many, but it is nothing like the renewal of spirit that I bring back with me from visits to your sites.

You Volunteers are what this anniversary was all about.

You are carrying the torch lit by President Kennedy 25 years ago and which has been successfully passed along to each Peace Corps Volunteer during the intervening 25 years. You are the guardians of that torch and must pass it on to those who serve after you. I know you will hold it high and keep it burning bright even through the frustrations and difficulties inherent in Volunteer life as development proceeds so very

slowly.

As we come to the holiday season and the end of our 25th year, I count foremost in my blessings the distinct privilege of representing you, the Peace Corps Volunteer. Let us all re-commit ourselves to our overall goal—the promotion of world peace and understanding. It is needed now more than ever.

Loret Miller Ruppe



Peace Corps Times

Peace Corps Director

Loret Miller Ruppe

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The *Peace Corps Times* is published by the Peace Corps, Washington, D.C. 20526.

The views expressed in *Peace Corps Times* are those of the individual writers and do not necessarily represent the official position of the Peace Corps. The Director has determined publication of this periodical is necessary in the transaction of the public business. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget, United States Government. Inquiries and letters should be addressed to: *Peace Corps Times*, Room 1214, 806 Connecticut NW, Washington, D.C. 20526.

25th Anniversary Conference of Returned Peace Corps Volunteers and Staff

Conference Schedule

Thursday, September 18th

Congressional Reception
Informal Country Reunions

Friday, September 19th

Conference Pavilion on the Mall
Call to Order: Douglas Siglin (RPCV/Zaire)
Chairman, Conference Planning Committee

Welcome and Introductions: Roger Landrum
(RPCV/Nigeria)

President, RPCV/Washington; Chairman,
Coalition for 25th Anniversary

Speaker: Challenges to Peace:
Corazon Aquino, President,
Republic of the Philippines

Speaker: Continuing to Meet the Challenge:
Loret Miller Ruppe, Peace Corps Director

Panel Breakout Sessions: Challenges for Peace; Opportunities for Action

Challenges for Action in Africa,
David Crippens moderating (RPCV/Nigeria)
KCET-TV, Los Angeles

Jennifer Whitaker (RPCV/Nigeria)
Council on Foreign Affairs

Leonard Robinson (RPCV/India)
African Development Foundation

Naomi Tutu Seavers, South Africa,
Bishop Tutu Refugee Fund

Challenges for Action in Asia,
Douglas Kiker moderating (former PC staff)
NBC News

Nancy Iris (RPCV/Kenya, Philippines)
U.S. Committee for Refugees

Shin Bom Lee, South Korea,
International Center for Development Policy

Steven Singer (RPCV/Chile)
Agency for International Development

Challenges for Action in Latin America,

Joanne Omang moderating (RPCV/Turkey)
Washington Post

Jack Hood Vaughn (former Peace Corps Director)
Development Associates

Michael Curtin (RPCV/Chile)
Inter-America Development Bank

Kevin Healey (RPCV/Peru)
Inter-America Foundation

Challenges for Action in the USA,
Jonathan Kwitny moderating (RPCV/Nigeria)
Wall Street Journal

Fred Nolan (RPCV/Iran) Ploughshares,
RPCVs Working for Peace

Pablo Salcido (RPCV/Honduras) El Paso, Texas
Economic Development Department

Kathleen Corey (RPCV/Liberia)
Center for Applied Linguistics

Second Panel Breakout Sessions: Meeting the Challenge

Peace Corps Tomorrow

Jody Olsen moderating (RPCV/Togo)
Youth for Understanding

RPCVs Tomorrow

Roger Landrum moderating (RPCV/Nigeria)
Coalition for Peace Corps 25th Anniversary

Country of Service Reunions

Saturday, September 20th

Speaker: A World of Challenges

Oumarou Garba Youssoufou,
Ambassador and Executive Secretary of the Organization of
African Unity (OAU) to the United Nations

Panel: Opportunities for Service—Where Should RPCVs Go From Here?

Christopher Dodd (RPCV/Dominican Republic)
U.S. Senator

Roger Randle (RPCV/Brazil)
Oklahoma State Senator

David Magnani (RPCV/Sierra Leone)
Massachusetts State Representative

M. Peter McPherson (RPCV/Peru)
Administrator, USAID

Mike McCaskey (RPCV/Ethiopia)
President, Chicago Bears

Katy Hansen (RPCV/Nigeria)
President, National Council of RPCVs

Sargent Shriver Awards Ceremony

Speaker: The Challenge!

Sargent Shriver,
First Peace Corps Director

Country of Service Updates

Country of Service Receptions

Sunday, September 21st

Walk from Lincoln Memorial to

John F. Kennedy Gravesite

Memorial Service with Bill Moyers at
Arlington National Cemetery

International Festival on the Mall

25th Anniversary Salute to Peace Corps

Gala Concert at the Kennedy Center with the National Symphony,
Harry Belafonte, Morgan State University Choir, Washington
International Childrens Choir

Volunteer of the Year Awards to: Karen Gerdes, Philippines; Maria
Mojica, Paraguay; Don Beckley, Niger. Presentation by
Caroline Kennedy, daughter of John F. Kennedy

Remarks: His Excellency Mario Ribadeneira,
Ambassador of Ecuador to the United States

J F K Volunteer of the Year Awards

One of the highlights of the Salute to Peace Corps at the Kennedy Center was the presentation of the Volunteer of the Year Awards.

Caroline Kennedy presented the awards, re-named this year in honor of her father as the John F. Kennedy Volunteer of the Year Awards, to Karen Gerdes, Maria Mojica and Donald Beckley. These prestigious awards are given to honorees nominated by their particular countries to represent all Peace Corps Volunteers from the three Peace Corps Regions.

NANEAP (North Africa, Near East, Asia and Pacific)—was represented by Karen Gerdes of St. Petersburg, Fla., who serves in Orani, Bataan, the Philippines. Gerdes, whose assignment is as a primary health care/education Volunteer, has been instrumental in changing the health profile of her site. Under her leadership, a health center was built and immediately put to use as a resource for health promotion and education as well as primary health care, partic-

ularly sanitation education. Training materials have been translated into the local language of Tagalog with Karen's guidance and a government feeding program instituted. A graduate of Florida State University with a masters from Brigham Young University, Gerdes put her talents to use in starting a poultry production program and rice and sari sari programs as income-generating projects.

Africa Region—was represented by Donald Beckley of Bellevue, Iowa whose site is Chikal, Niger. On assignment to the National Agronomy Research Institute of Niger, Beckley has made numerous permanent contributions to the agricultural well-being of that country. Working with the applied appropriate technology program, Tap's Vert (green carpet), he has supervised the installation of several windmills that pump water for gardens and mills, a bio-gas generator for a dairy farm and helped build a portable water well. Recognized for his mechanical skills, Beck-

ley teaches mechanics, repairs and home improvements to villagers. Beckley is a graduate of Northwest Iowa Technical Institute.

Inter-America Region—was represented by Maria Mojica of Ponce, Puerto Rico who is posted in Asuncion, Paraguay. As an education Volunteer, Mojica has won high praise for her work with the Special Education Department of the Ministry of Education, winning a special award from the government for her design of a plan for individualized education, which was subsequently adopted throughout the nation. Now at work on a national plan for continuing education, she is also a Volunteer with the National Education Department and works with two special education schools in Asuncion and teaches a graduate course in experimental psychology at Catholic University in Asuncion. A graduate of Catholic University of Puerto Rico, she earned her masters degree from

(Continued on page 11)



Jim Mayer, Director of the Peace Corps' 25th Anniversary Office, speaks to the gathering at a reception hosted for RPCVs by the Embassy of the Philippines. Mayer, prior to his 25th assignment, served tours as Country Director in the Philippines and in Korea.

In the Beginning

The excitement began before dawn. As the sun rose on the morning of September 19th, lines several blocks long had already formed and people waited patiently to pass through the magnetometers to take their seats in the tent... the big white tent, which at 420 feet was the largest ever erected on the Mall in Washington, D.C. There were mini reunions on the sidewalks and shouts of recognition echoed up and down the lines.

They, all 4,000 Returned Peace Corps Volunteers and friends, were anxious for the event to begin... to hear the opening speaker, one who holds a special place in each of our hearts, Corazon Aquino, the President of the Philippines. Never before had a head of state honored Peace Corps by attending a conference in the United States. And never before had there been a head of state who so captured the imaginations of Volunteers... past, present and future.

Out of nowhere it seemed, thousands of yellow lapel buttons emprinted with, "I Love Cory," materialized. The lines started to move more quickly and as the tent began to fill, chants of "Cory, Cory" could be heard above the traffic sounds of rush hour in the nation's capital.

The sirens blared and died and into the tent stepped President Aquino clad, as always, in yellow, her traditional color. A roar went up as the crowd rose in one body to cheer President Aquino. Even the sun seemed to oblige by bathing the tent with a golden glow.

A hush fell over the crowd as she told of her personal trials, her rise to power and her hopes for the people of the Philippines.

Corazon Aquino President of The Philippines

Peace Corps, my government, I as a private individual and my late husband Ninoy share a common faith and foundation. We love and believe in peace, and we know it is attainable.

My initiation into the search and discovery of peace was first necessitated by personal need. I learned to seek peace when circumstances conspired to have me lose it. I was 22 and had led a life of relative serenity when I met and eventually married the most intelligent, articulate and endlessly driven man I had ever known. He had my head, my heart and then my entire life caught in a spin. He became our country's youngest mayor, and then governor, and then again its youngest Senator and I had to keep in step as the politician's wife.

That was the beginning of the end of my days and nights of quiet and peace. I was forced to devise practical methods for maintaining my equilibrium. From perpetually overcrowded schedules, I learned to carve out pockets of private time for myself and my family. Amidst the bruising onslaught of people, issues and events, I learned to cultivate a certain detachment. But those were only surface devices for safeguarding my peace.

Ironically, it is to a dictator who upset the established,

if hectic, pattern of my life, that I owe my search and attainment of the deepest, most satisfying inner peace I was yet to experience. And Ninoy owes this to him too. We found this under a climate of persecution during the dictatorship, in the confines of Ninoy's prison cell where he was isolated for almost eight years.

Little did the dictator know that by throwing Ninoy into jail, he actually set him free. The yoke of Ninoy's cares, career and ambitions were abruptly lifted from his shoulders. This was painful, for Ninoy had grown attached to these things that weighed on him, indeed, but had imparted a certain ballast and meaning to his life.

In his cell, Ninoy became a man of prayer and reflection. His endless search for the summit of political achievement became a quest for the center of peace within. It was in prison where he developed his own unshakeable personal philosophy. Its central values were reconciliation, non-violence, religious faith. And the yield of all these was peace.

I, on my part, had to cope with the world from which he had found retreat. I found myself the pioneer of the opposition cause, a rather lonely state of affairs considering there was to be no significant opposition to the dictatorship for the next ten years. I too shed quite a number of encumbrances—a large collection of fair weather friends and associates, my family's place in the center of political and social events, all easy means towards emotional and psychological well-being.

Fresh from the center of the social whirl, I experienced what it was like to be a pariah. That too was, in a sense, a prison. And through that also, I found myself set free.

In adversity, I found the strength I needed to cope, the grace not to be bitter, the wisdom to cling to the moral values and political ideals that Ninoy in prison symbolized and that many Filipinos privately espoused, though they were devalued currency in the New Society. The secret source of this fortitude and renewal was, like Ninoy, our Faith. For even in our poor country, that was always in abundance.

But it was during the worst of times, at the height of my anguish over Ninoy's suffering that I found the core of real peace. Ninoy had completed a gruelling 40-day hunger strike, and a military commission had sentenced him to death by musketry. Left with nothing, and facing the bleakest prospects ahead, we found the most unexpected and unshakeable peace. We had also discovered the limits of power.

It was that same perspective, that same grounding in adversity and Faith that must have galvanized my countrymen when we opted for peaceful political change last February. We were a people who, after 20 years of suffering and shame, had come to terms with ourselves. When the troops of Marcos and the unarmed forces of our people stood face-to-face on the streets last February, we saw in each other's eyes not pride, or zeal for our respective causes, but a mutual love and a common yearning for peace. That was all we had, and all we wanted to keep.

We gave peace a chance then, as we continue to do so now. At this stage, we are striving to promote peace in the cities and in the countryside, using methods the Peace



Corazon Aquino, President of the Philippines

Corps is most familiar with. We are employing emergency measures and economic incentives to immediately alleviate hunger, disease, homelessness and poverty. We are trying to bring such resources and services as the government has to the grassroots level.

Simultaneously, we have opted to pursue ceasefire negotiations with the communist rebels as an initial measure, rather than escalate hostilities.

Peace has a chance in our country. We have all made a great investment, individually and as a people, in order to see it work. Even Mr. Marcos, now in exile and thus enduring a form of imprisonment, may also be learning to find his peace. That would be a happy occurrence for that would help to heal the wounds of our nation. Even today, reconciliation remains a primary goal.

May I close by commending the various activities, objectives and sacrifices made by your organization. You are fortunate indeed, for peace is a great and worthy cause.

The Philippines is one of Peace Corps' oldest and largest programs with more than 7,070 Volunteers having served there in the past 25 years. In 1961, three groups, Philippines I, II and III went to the Philippines making a contingent there of 228 PCVs. Currently Peace Corps has 275 Volunteers serving in the Philippines program.

The Challenge

The Peace Corps owes its auspicious beginning, not just to the President who instigated it, but to the special man who slashed his way through the forests and cut a path through the underbrush of bureaucracy, for the rest of us to follow, to create the agency, the first Director, Sargent Shriver. We would like to share with you excerpts from his conference speech entitled:

The Challenge.

Mine is an impossible task. To describe the challenge facing the Peace Corps is to describe the most profound problems facing the entire world, and the problems within each one of us which prevent us from fulfilling our potential to overcome those problems. In a mere speech, I am not able to fulfill an assignment of that magnitude.

Forgive me, if then I say that you know as well as I that hunger, disease, poverty, fear and anxiety afflict more human beings now than ever in recorded history. You know we live face-to-face with total disaster and death through nuclear war. You know that all of us in the Peace Corps constitute merely a handful of persons seeking perfection in a world population of billions struggling for mere survival.

"Oh! Lord, your sea is so vast and my boat is so small!" the mariner said. We have faced that fact throughout Peace Corps history. Yet thousands of us have been meeting here

in Washington to discuss the future with hope and faith. That in itself is a triumph. At these 25th Anniversary Ceremonies we have experienced strengthening of faith and resolve. Yet I still say on this 25th Anniversary of the Peace Corps, who knows what should be said? Where to begin? Where to stop? I have concluded that no one knows for sure. Like the beginning of the Peace Corps itself, we can only speak our minds, reveal our hearts, and say our prayers. So, here goes.

Let's agree that no one in 1961 would have predicted that the Peace Corps would last five years let alone 25. Most of us just hoped we would get approval from one Congress and survive to the next.

We were not accepted like apple-pie and motherhood. Nevertheless, we were nifty, even presumptuous.

Can you believe that we had some 400 Volunteers overseas at work before Congress ever approved of the Peace Corps! That result was accomplished using Presidential Discretionary Funds. We used less than \$10,000,000 to hire our entire staff, at home and abroad, select and train the Volunteers, ship them overseas, and arrange all our operations in seven countries! Today no one could do that politically or financially. Those were truly the good old days!

Everyone at the Peace Corps headquarters was a volunteer... except me. I'm the first and only draftee in Peace



Under the big top—Sargent Shriver delivers his address to the 4,200 attending the conference.

The Challenge

Sargent Shriver Awards for Distinguished Humanitarian Service

While the conference was filled with remembering and reconnecting, new things were begun. One of the most important was the first presentation of the Sargent Shriver Awards for Distinguished Humanitarian Service. The awards, which include a glass sculpture and a \$1,000 check, will be made annually. The first winners of these awards were: Timothy Carroll, Stephen and Douglas Hellinger, Katrina Clark, Paul Thompson and former U.S. Senator Paul Tsongas.

Timothy Carroll (Nigeria

1963-1966) founded and directs Eye Care Inc., a non-profit institute which built, staffed and equipped four rural eye hospitals and three urban eye centers in Haiti.

Twin brothers, **Stephen and Douglas Hellinger**, who served respectively from 1970 to 1972 in Brazil and Nicaragua/Venezuela, founded the Development Group for Alternative Policies. They have designed small enterprise programs in Ecuador, Bolivia and Brazil and employment programs in Kenya, Egypt and Zimbabwe.

Katrina Clark (Columbia 1967-1969) has been the moving force at the Fair Haven Community Health Clinic in Connecticut which serves more than 10,000 people.

Paul Thompson (Chile 1969-1971) won his award for making significant contributions to the areas of planning for disasters and subsequent relief and reconstruction.

Paul Tsongas (Ethiopia 1962-1964) was honored for his untiring work in the Congress for assistance to the developing world and international education here at home.

Corps history! Kennedy made me do it! But Moyers and Wiggins and Josephson and Mankiewicz and Morris Abrams, Sally Bowles, Nan McEvoy, Pat Kennedy, Lee St. Lawrence, Frank Williams, Harris Wofford, Bill Haddad, and a hundred others, voluntarily showed up and went to work, some without being asked, all without any assurance of permanent positions, many without getting paid. They simply appeared. They responded to the idea. Most of them had never heard of one another. They didn't even know where the Peace Corps was located in Washington. Most of them had never worked in any Governmental position anywhere. Best of all, for the first few months, we didn't even have an Organizational Chart! Everyone talked with everyone, and gave out their own ideas and opinions.

We started the Peace Corps without knowing whether anybody in the world wanted it. That takes some chutzpah. We had no market research department, and no one able to explain what the Peace Corps was all about except ourselves. So we did it ourselves. We traveled to our potential customers (the nations of the less developed world). We made deals with them for future delivery of volunteers... persons whom none of us had ever seen! Fortunately, we succeeded—But, let me emphasize, the host nations gambled with us! Their leaders had the courage to trust what we said. Kwame Nkrumah, Pandit Nehru, Julius Nyerere, Ramon Macapagal, Azikiew of Nigeria, Jomo Kenyatta, Lleras Camargo of Colombia, and Romulo Bentencourt of Venezuela, all were heroes of the first Peace Corps days. We could never have succeeded without their cooperation. The Peace Corps has always been a two-way street. The USA, then and now, can do little for peace without help from other nations.

The name of our organization, "The Peace Corps," was bitterly contested. "Peace Corps" was not the most popular title. The most experienced advisers scoffed at that name. They wanted a solid bureaucratic title—like "The Agency For Overseas Voluntary Service."

Conservatives opposed the word "Peace!" They maintained it sounded wishy-washy, vague, and weak. The Communists, they said, had corrupted the word "Peace" by applying it to every political initiative, and even to every war they got involved in.

The left-wing disliked the word "Corps!" They said it sounded militaristic. The famous "German Afriker Corps," victorious almost everywhere under General Rommel, was fresh in their minds. "Corps" sounded like a scourge.

Finally, I decided we'd use both words, put them together, and get the best out of both of them: Peace because that was truly our business—and Corps because it showed that we were not individualists, but a group!

Today I recommend that we remember that beginning. We risked everything then in a leap of faith that the Peace Corps would succeed—We risked everything that Volunteers would respond. We were dedicated thus to the pursuit of peace—which means we oppose the idea that war is inevitable! We believe that with God's help we can get rid of war! We are a Corps, a band of brothers and sisters, united in the conviction that if we work hard enough to eradicate our fears and increase the reach of our love we truly can avoid war—and achieve peace within ourselves, within our nation, and around the world.

Peace cannot be maintained in the less-developed world, nor Communism stopped there or anywhere else by self-centered preoccupation with our own problems and safety, or by reliance primarily on force of arms. We cannot police the world. But we can begin to liberate it from despair and fear and anger by making economic development and mutual service the hard core of our foreign policy, and of our national defense!

Many have said that Cory Aquino's victory was a miracle... that she herself is a miracle.

I say further that in the Peace Corps we are celebrating here this weekend the birth, life, and continued existence of another miracle. I mean we are celebrating a happening, a movement, a reality which cannot be fully explained scientifically, mathematically, sociologically, or politically. A miracle transcends logic. Quantitative amassing of facts does not reveal its nature. Miracles, by definition, are inexplicable by normal human reasoning. They transcend ordinary reality. They surprise. They shock. They unsettle.

We are dealing with a similar phenomenon in the "Peace Corps"... not a phenomenon of equal importance, let me hasten to say; but, as a little star is still a star, so may

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it be said that the Peace Corps is a miracle, a little one perhaps, but still a genuine one! For surely it was an intuitive "flash of the spirit" which prompted Kennedy to say to himself, "Yes, the idea of a Peace Corps is right. It fits the times. It strikes the right note. I resonate to the concept. People will respond...."

How did he know that? He didn't really "know" it as one knows the facts of history or the accuracy of an algebraic equation.

He knew it as Picasso knows the line he draws, or Yeats the word or phrase he chooses for a poem.

Kennedy "knew" the Peace Corps idea was right and timely, and evocative, just as he "knew" that "Ich bin ein Berliner" was right and timely and evocative and unifying and inspirational... just as he "knew" that "We shall put a man on the moon in this decade" would lift men's souls and minds and hearts!

To believe in men and women, to believe they can surpass themselves, to believe that ordinary people can become extra-ordinary, to believe in young men and women, and know they can accomplish miracles—these were part of Kennedy's character and vision. Fully aware of human weaknesses, yet confident in human capacities, never judgemental, rarely condemnatory, always hopeful, Kennedy had the nerve and personal self-confidence to ask for the best from the American people; and he got it!!

The miracle also is that the people still respond to his vision though Kennedy is long dead. The miracle is that decades of war, Presidential prevarication and disgrace, budget cutting, and the cynicism of power politics, still have not killed the dream nor stanchied the flow of those willing to volunteer and serve. We must look further than to politics or economics or national security or finance, further even than to the vision of one great man, to discover why the Peace Corps still lives.

Let's ask, Why, really, are "we" here?

Why have "we" been honored by the presence of the star out of the East, Cory Aquino?

Why do Presidents from distant lands and island empires still ask our President for Peace Corps Volunteers?

Why can Peace Corps Volunteers live everywhere today, unprotected, unarmed, defenseless, free and open?

Why did Nehru of India, and Nkrumah of Ghana, and Nyerere of Tanzania, Sukarno of Indonesia, Leopold Senghor of Senegal, the King of Thailand, the King of Tonga—socialists, capitalists, kings, and commoners, rich and poor, welcome the Peace Corps?

It is not because of me, nor was it ever because of me. I had the challenge and the joy of meeting and convincing all the powers and potentates. I had the marvelous opportunity of working with all the creative people who put the Peace Corps together. I welcomed the first Volunteers and



Box lunch Peace Corps style—on the mall near the Smithsonian's East Wing of the National Gallery of Art.

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visited them abroad. I challenged and cajoled the Congressmen and the Senators. But as I said, I was only a draftee! Kennedy called me and made me run the Peace Corps. Yes, he left me alone. He gave me no orders or advice. But, still, my friends, I was only a draftee. You were and are the Volunteers. You made the Peace Corps a success. I applaud you. I respect you. I cherish you, and yes, I love you!

Yet the very difference between a draftee and a volunteer, that very fact, enables me today to see clearly, to discern and describe, why you, the Volunteers, and the Peace Corps itself, is such an extraordinary reality. A blind man appreciates sight more deeply than those with eyes.

I see two worlds: the Peace Corps world, and our world here at home. I see that most of us Americans have lived most of our lives in "the world" here in the USA. Unlike the Peace Corps world overseas, our USA world is dominated by the lust for power: economic, political, cultural, bodily, and scientific power! Because of our preponderant strength in all these areas, we enjoy a peace of sorts. Like the Roman Empire we enjoy an Imperium within which a Pax Americana exists.

The Peace Corps world is different: Much of it is poor, threatened, hopeless.

Within this endangered and impoverished world, when even one PCV appears and begins to work humbly, compassionately, effectively for humanistic goals, everyone spontaneously realizes that this is a person whose very presence and conduct bespeaks the existence of another America than the one I have just described—an America without violence, fear, and force... an America of compassion, concern, and yes, of competence! PCVs know what they are doing with their hands as well as with their hearts. Their courage, their generosity, their spirit tells the world what American democracy, rather than American power, is all about. PCVs are the representatives, the true followers of Jefferson, Adams, Hamilton, Franklin, and all the other intellectual and moral leaders who created the U.S.A. PCVs represent the promise, not the power, of America.

The Peace Corps seeks peace through service, not through economic strength or military power. Service is the heart and soul and substance of the Peace Corps. Service is a discredited word these days. Who wants to be a servant? No one! Service implies servitude, failure to achieve even equality, let alone dominion. Yet the Peace Corps exists to serve, to help, to care, for our fellow human beings. It works its magic from below, not from above. It concentrates on basics—food, health, education, community development. Peace Corps Volunteers are rarely in capital cities, rarely seen with gilded potentates. They are almost un-American in their willingness to serve in the boondocks.

Peace Corps Volunteers come home realizing that there are billions of human beings not enraptured by our pretensions, or practices, or morals... billions of human beings with whom we must live in peace. PCVs learn that there's more to life than money, more to life than the latest styles in clothes, cars, or cosmetics.

Suddenly I realize I do have a response to the original



Ninety-three additions have been made to the Peace Corps flag which led the walk to Arlington Cemetery. (see cover) The additions are peace streamers in colors symbolic of the flags of countries where Peace Corps has served. Cassie Rademaekers (Nepal 83-85) finds Nepal's streamer and Nan Gear (Thailand 83-85) holds the one from Thailand. Most streamers were made in-country by PCVs and staff.

title given me for my speech. They asked me to talk about "the challenge of the Peace Corps." The challenge is simple to express, difficult to fulfill:

PCVs stay as you are... be servants of peace... work at home as you have worked abroad, humbly, persistently, intelligently. Weep with those who are sorrowful, rejoice with those who are joyful. Teach those who are ignorant. Care for those who are sick. Serve your wives... serve your husbands... serve your families... serve your neighbors... serve your cities... serve the poor. Join others who serve. Serve, Serve, Serve! That's the challenge.

For in the end it will be the servants who save us all.

At the Kennedy Center

The house lights dimmed in the crystal chandeliers as the strains of "America the Beautiful" floated over the audience at the Kennedy Center.

It was the final evening of the four day conference and the excitement was reaching a higher peak with each event. No one thought the evening's concert could surpass the International Festival of that afternoon.

But as the National Symphony Orchestra saluted Peace Corps with Stravinsky and Ginastera and Dvorak the enthusiasm continued to grow.

Master of Ceremonies Harry Belafonte, a member of the first Peace Corps Advisory Council, said to the group, "You're all very special... to me and to the world." And then in his charismatic manner, sang "Try to Remember that kind of September and follow..." Even the non-singers found themselves belting out choruses of "Matilda, Matilda" at his quiet suggestion.

And a hush swept across the as-

sembly as images of the Peace Corps world far from Washington flashed on the Concert Hall screen. RPCVs from 1961 to the present contributed slides to the 13-minute show, produced by Ken Logan (India, 1965-67) and Daryl Hess (Korea, 1978-80).

Sargent Shriver said, "Peace Corps is the greatest grad school in history," and Loret Miller Ruppe made one last plea for RPCVs to reconnect.

The Morgan State University choir sang out "People" and then Caroline Kennedy appeared on stage. She presented the John F. Kennedy Peace Corps Volunteer of the Year Awards to Karen Gerdes (Philippines), Maria Mojica (Paraguay) and Donald Beckley (Niger).

"The Peace Corps," said Ecuadoran Ambassador Mario Ribandeneira, spokesperson for all Peace Corps host countries, "is an outstanding human concept... to give without expecting to receive, to help without expecting to be praised... it

is one of those unique human adventures where there are only winners... volunteers, through their youth, their energy, their idealism give the best of themselves to their fellow human beings, and they in turn, receive the gift of humbleness acquired in the contrast between prosperity and poverty, wealth and scarcity, health and disease. The people of the Peace Corps become ambassadors of that world in need."

But the evening wasn't over... quite yet. Young Emilio Mestre, of the Washington International Childrens Choir, led the singers in "Let there be peace on earth and let it begin with me." Again, almost as one, RPCVs, guests and staff in the audience rose and swayed and sang in handlinked agreement as the curtain came down on the finale.

The next morning the *Washington Post* editorialized, "Bottle last night, export it and there'll be no war."

We heartily agree.



Joicey Granados directs the Washington International Childrens Choir and friends in "Let there be peace on earth."



The Peace Corps Tomorrow was the topic for this panel discussion. Panelists include: Jody Olsen (RPCV/Togo), Youth for Understanding; Mila Brooks, Country Director/Dominican Republic; Congressman Jim Leach, R-Iowa; Bruce Cohen, Director of Recruitment; Jon Keeton, NANEAP Director and Andy Rice, Vice President, Citizens Committee, Future of the Peace Corps.



Panelists discuss challenges for action in Africa—Gray Walker, Djibril Diallo, Leonard Robinson and Jennifer Whitaker. The moderator was David Crippens.

JFK Awards . . . from page 3

the Caribbean Center for Advanced Studies.

At this time we would also like to honor those who were finalists for the awards.

NANEAP: Christine Rossi, Tunisia; John Girdley, Sri Lanka and Joni Unruh Fornelli, Seychelles.

Inter-America: Kathleen McCullough, Ecuador; Vernon Kelley, Costa Rica; Kathryn Clark, Jamaica; Helen Fentress, Eastern Caribbean; Steve Singer, Dominican Republic and Dave and Kathy Sandhage, Belize.

Africa: John Lammoureaux, Central African Republic; Peter Trenchard, Burundi; Mark Bucowich, Rwanda; Joseph Johnson, Burkina Faso; Barry Hicks, Cameroon; John Stephenson, Liberia; Scott Lamont, Sierra Leone; Martha and James Poell, the Gambia and Dennis Michael Arko (who was mistakenly listed as Dennis Michael earlier), Tanzania.

Memorial Service at Arlington National Cemetery

The white marble amphitheater on a hill overlooking Arlington National Cemetery was circled with fluttering American flags. The scene was set under a cloudless blue sky that Sunday morning as the Volunteers arrived from their Walk from the Lincoln Memorial for the service at the cemetery.

They came on foot, in wheelchairs and with canes. They came in suits or jeans, in tee-shirts and shorts or Peace Corps' own wrap skirts. They came with children in their arms or parents' and grandparents' hands clasped in their own.

Thousands of returned Volunteers and their families, foreign dignitaries and government officials filled the amphitheater with reverence and bowed heads.

And they listened. They heard a university choir and a children's chorus singing of peace and love. They heard words of hope, peace and dedication from representatives of many religions.

And they watched...trying to hold back the tears as families received a single yellow rose in memoriam for the 199 Peace Corps Volunteers who died while in service.

And then they sang. They sang, "Let there be peace on earth, and let it begin with me."

Bill Moyers, Peace Corps' first Deputy Director, said in part, "The men and women whose memory we honor today would not wish us to be sentimental, to make heroic their living or to bestow martyrdom on their dying. No, we are here for our sake, not theirs...for in remembrance is the secret of redemption. Welcome, then, to this celebration of remembrance for a gift of vision and values.

"We are struggling today with the imperative of a new understanding of patriotism and citizenship. The Peace Corps has been showing us the way, and the Volunteers and staff whom we honor this morning are the vanguard of that journey.

"We knew from the beginning that the Peace Corps was not an agency, program or mission. Now we know, from those who lived and died for it, that it is a way of being in the world...and it is the gift they gave us.

"Sargent Shriver once gave me a copy of Chaim Potok's book, *The Promise*. I was deeply moved by what I read, and one passage in particular I underlined and over the years have come back to drink from its wisdom. This is it:

'Human beings don't live forever, Reuven. We live less than the time it takes to blink an eye, if we measure our lives against eternity. So it may be asked what value there is to human life. There is so much pain in the world. What does it mean to have to suffer so much if our lives are nothing more than a blink of an eye...I learned a long time ago, Reuven, that a blink of the eye itself is nothing. But the eye that blinks, that is something. A span of life is nothing. But the man (or woman) who lives that span, (they) are something. They can fill that tiny span with memory, so that its quality is immeasurable.'

And so they have."

Gordon Radley (RPCV Malawi, 1968 to 1970) responded for the families of the Volunteers who died. Radley's brother, Lawrence and David Crozier were killed in a



Sargent Shriver presents a single yellow rose to a family member of one of the Peace Corps Volunteers who died while in service.

plane crash in Colombia in 1962, the first PCVs to die in service. This is the text of Radley's remarks:

David Crozier was a Southern Baptist from West Plains, Missouri. Larry Radley was a Jew from Chicago. On Easter Sunday in 1962, in the predominately Catholic country of Colombia, they were on a plane with 38 Colombians. The plane crashed into a mountainside and everyone on board perished. They were the first two of our Peace Corps brethren to give their lives to Peace Corps service. Larry Radley was my brother and I am the last in my family to serve in the Peace Corps. I was a Volunteer in Malawi. My elder sister, Elena Radley Rozenman, was a Volunteer in Colombia soon after my brother died. I have been asked to respond on behalf of all those Volunteers we remember today.

For all of the families, I want to express our most humble and grateful appreciation for this opportunity to share our personal losses with all of you. Until now our grief has been largely a private matter shared within our separate families and communities. But as I stand here today, at our National Cemetery and in front of my fellow Volunteers, I realize that my brother and all the brothers and sisters and sons and daughters and mothers and fathers who have given their lives to Peace Corps service belong not only to our families, but to our greater Peace Corps family and to our nation as a whole.

They belong to you because they were one of you. They trained with you and struggled by your side. They suffered your frustrations and celebrated your successes. They were a part of you as much as one of ours. And the hope and commitment and love they shared with you continues to enrich our families' lives.

And, I've come to realize that they belong to America as well. The ideals and values all these Volunteers embraced are the heart and soul of our nation. Though they served as individuals they brought with them the positivism and democratic commitment that are the essence of our national tradition.

And when, as equals, they entered into the communities of those they had volunteered to serve, they brought into our families the hopes and dreams of the far reaches of the world. Through them, our families' embrace had grown to include the community of man.

Looking out at the grandness and magnificence of this marble amphitheater, I am aware of what a fitting, and yet ironic, setting this is. The lives of these Volunteers were not marked by grand gestures and public pronouncements. There are no Peace Corps marching bands and crowds waving banners. They chose to live and work anonymously and without public acclaim. In the last letter my brother wrote, he was reminded of the sentiment of William Stoessel: "It is better to live humbly for a cause than to die nobly for one." Those Volunteers we remember today died nobly because they lived humbly. They were not martyrs, yet they were willing, like the rest of us, to assume the risks that went with Peace Corps service. By working and living and dying alongside those they had volunteered to serve, they proved to us, to our nation, and to the world at large the depth of the Peace Corps commitment.

Now they are gone and our families will never outgrow this loss. Yet their faith, their dedication and their love will live on through the lives of each Peace Corps Volunteer. You have given our families our most precious gift. You have given us an everlasting memorial.

Memorial Service

Music

Morgan State University Choir
Washington International Children's Chorus

Words of Hope and Peace
Reverend Norma Blackwell
RPCV Dominican Republic

Khenpo Konchog Gyaltsen
Tibetan Meditation Center

Larry Moses
International Director, B'nai Brith Hillel

Dr. H. S. Hamond
President, Islamic-American Group

The Reverend Theodore Hesburgh
President, University of Notre Dame

Memorial Message
Bill Moyers, CBS Commentator
Former Peace Corps Deputy Director

Response
Gordon Radley, RPCV Malawi
Memorial Families' Representative

Presentation of Roses

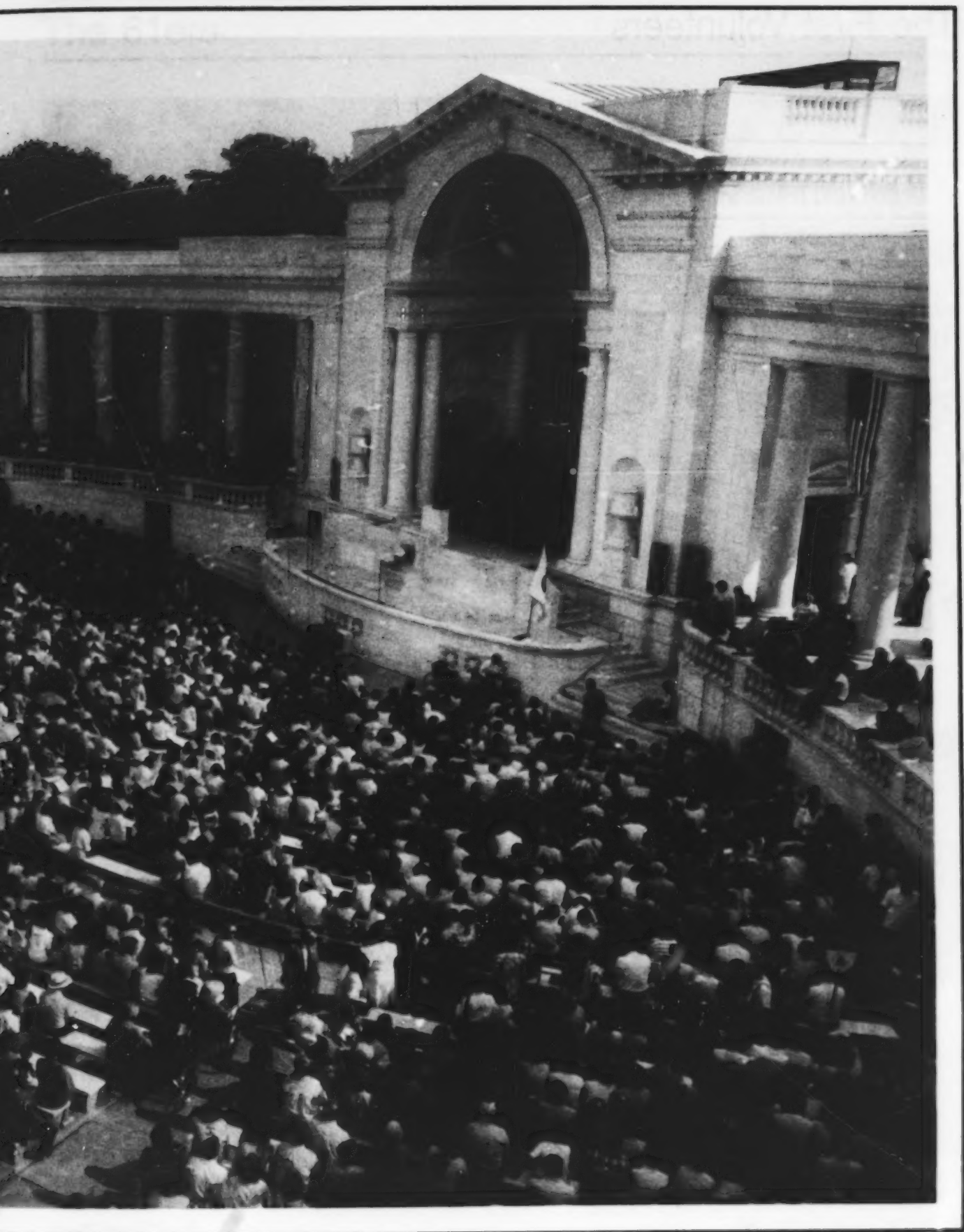
Loret Miller Ruppe
Peace Corps Director

Sargent Shriver
First Peace Corps Director



Leading the Memorial Service prayer is Khenpö Konchog Gyaltsen. Attending (left to right) are Sargent Shriver, The Reverend Theodore Hesburgh, Bill Moyers, Reverend Norma Blackwell, Larry Moses, Gordon Radley, Dr. H. S. Hamond and Loret Miller Ruppe.





The First Volunteers

As everyone knows, there is something special about being the first and this was especially true with the first Peace Corps Volunteers. The world was a much larger, but simpler

With the confidence of youth and the vague sense that something important was happening, I joined.

place in 1961. Jet travel was an expensive novelty and there was no satellite communication. Many countries had just gained their independence and information about some was limited.

Into this large and unfamiliar world went our first Peace Corps Volunteers, our guinea pigs, an international experiment, if you will. On their shoulders rested the challenge and burden of making this idealistic dream and untried program work. Our country and much of the world was watching to see what would happen.

As one woman later said, "With the confidence of youth and the vague sense that something important was happening, I joined. The Peace Corps was real. If we were full of liberal rhetoric and noble ideals, we were about to get our noses rubbed in our dreams. If we were cynically conservative, we were about to be challenged to participate, to act."

That first year, 1961, some 864 Volunteers completed training and were on their way. The first countries to receive PCVs were Ghana, in August,

I continue to think of the people I lived and worked with and wish I could have done more...the job is never truly completed.

followed by Colombia and Tanzania (Tanganyika) in September. During the next six months, Volunteers were placed in Chile, Nigeria, St. Lucia,



Vice President George Bush spoke to the more than 600 1961 Volunteers and their families who attended the luncheon in the Rayburn House Office Building on Capitol Hill.

The 61ers



Sue Sadow (center) tosses a handful of earth to assist in planting the peace tree at the National Arboretum. Sadow (Sierra Leone I) at 65, was the oldest Volunteer accepted into Peace Corps that first year. Now, at age 90, she has published a book about her experiences entitled, "Into Africa: With the Peace Corps."

East and West Pakistan, the Philippines, India, Sierra Leone, Thailand, Malaysia and Brazil.

Were they successful? Well, the proof of this pudding is that 25 years later, 120,000 Peace Corps Volunteers have served in 90 countries. Much of what we do or don't do today is based on the experiences of these 864 Volunteers.

I have contributed to the world for whatever I was worth... But you were there and you know.

What was the affect on the Volunteers? One of them put it this way: "I continue to think of the people I lived and worked with and wish I could have done more...the job is never truly completed. But the experience continues here at home. It

will continue on into the future, farther than people could have imagined 25 years ago."

On September 22, the day following the 25th Conference, Peace Corps paid tribute to 300 of those first Volunteers who were accompanied by a like number of their family members.

They day began with a breakfast in the American Red Cross garden hosted by Loret Ruppe and Sargent Shriver.

Next came another first, the planting of a peace tree at the National Arboretum. The tree, the Liberty plane tree (*Plantus liberty* NA 36357 & PL 47908) was developed from Native American and Non Native stock by Dr. Frank Santamour Jr., a National Arboretum geneticist. It is a hearty plant with heavy resistance to disease and was chosen for its appearance and ease of propagation.

The peace tree planting was followed by a luncheon on Capitol Hill with Vice President George Bush as

the guest speaker. During his tenure, the Vice President and his wife, Barbara, have visited several Peace Corps sites.

For many this was the end of a very emotional weekend...the first time many of the 61ers had seen one another since Peace Corps service.

The feelings of the many were summed up by one who said, "I have contributed to the world for whatever I was worth. And that matters more to me than I can share with you. But you were there and you know."

* * *

The planning for the 61ers event was done by a group including: Tom Scanlon, Chile; Tom Mullins, Colombia; Sam Selkow, Ghana; Sean Doherty, India; John Hurley, Malaysia; Mac Destler, Nigeria; Mary Cahill Gray, Pakistan; Maureen Carroll, the Philippines; Roberta Kaplan, Sierra Leone; Malinda Cotter, St. Lucia; Charles Cathey, Tanzania and Peggy Bruton, Thailand.

For Your Information

Membership Up For NCRPCV

Kathy Hansen (Nigeria 66-68), president of the National Council of Returned Peace Corps Volunteers (NCRPCV) estimates that by the time all the figures are in, the membership of the organization will have increased by as much as 20% this year. Much of this is due to the outstanding work of everyone involved in the 25th Anniversary Conference.

If you still haven't joined the NCRPCV, you may send your check for \$15 to: NCRPCV, Box 1404, Omaha, NE 68101. Hansen says that \$6 of your check will be returned to your designated local council. As a member of the NCRPCV, you will receive quarterly, copies of the NCRPCV Voice and The Bulletin.

Odi Long Is Back

In the May/June issue we reported that Odi Long, who has been a Volunteer for 17 years, had retired in January. At that writing, Long was recovering from knee surgery. He told the Times he had bought some Spanish tapes and was going to hire a tutor.

Well he's back and now serving, at age 84, in Costa Rica. Long has had his eye on Costa Rica, a place he intended to visit when he retired from AT&T, since 1967. During his 17 years in Peace Corps, Long has served in Gabon, Togo, Sierra Leone, Burkina Faso and his last post, Haiti.

Welcome back, Odi!

Attention Newsletter Writers:
Please send copies of your newsletters to the Times. We'd like to start using pieces from them in the agency publication.



25 years of cooperation between CARE and the Peace Corps was the theme of the CARE photo display at the 25th Conference. Pictured here are: Susan Wyss, Ecuador 1964 and Asst. Director of the Washington Regional CARE Office; Jim Gregory, Colombia 1961; Loret Miller Ruppe, Peace Corps Director; Enrique Morales and Dennis Grubb, both Colombia 1961.

Group Peace Meditation

The World Instant of Cooperation, an organization involved in seeking world peace, is requesting an hour of your time. On December 31, 1986 at noon Greenwich time, a healing meditation will be in effect throughout the world.

All peoples are asked to put aside their differences in nationality, race, religion and other aspects of their cultures for one hour. The World Instant of Cooperation believes if millions of people use that hour to

consent to peace, and visualize a harmonious and abundant world through meditation, they can help to accomplish this much needed and sought-after goal.

A gathering is being planned in each of the 50 states and 43 foreign countries. Consider helping with your own grass roots response... in the village on your island, in your desert, in your tropical forest. That's what Peace Corps is all about... seeking and keeping world peace.

Test Your Knowledge

1. Who was the first Peace Corps Director?
2. As of 1986, Peace Corps' 25th Anniversary, how many men and women have served Peace Corps?
3. What is the average age of Volunteers?
4. What is the upper age limit for Volunteers?
5. What four countries are the pilot programs for the Africa Food Systems Initiative?
6. What two major international awards did Peace Corps Volunteers receive this year?
7. What was the first Caribbean country to host Volunteers?
8. What is one of the best sources for funding individual projects?

Peace Corps Receives End Hunger Award

A special Presidential End Hunger Award was presented to Peace Corps in Washington on October 15. Sponsored by the Agency for International Development (AID) and coordinated by the End Hunger Network, the honor was conferred on all Peace Corps Volunteers and staff, past and present, to coincide with the international observances of World Food Day.

RPCVs Roslyn Waters/Liberia, 1983 to 1985, and David Levin/Niger, 1984 to 1986, accepted the award on behalf of the 120,000 men and women who have served Peace Corps.

In his official Proclamation for World Food Day, President Ronald Reagan stated in part... "Hunger stemming from poverty and famine retains its cruel grip in many parts of the world, especially in Africa. This year, hunger is not as widespread as it was in 1985, in part because of the humanitarian spirit of Americans and other donors. No nation has been more generous to those less fortunate. We have sent billions of tons of food to feed the hungry. And, we have sent our sons and daughters to work alongside our neighbors to help them help themselves.

"Our help, both public and private, saved hundreds of thousands of lives. Today, millions of Americans in more than 3,000 communities will participate in a variety of World Food Day activities. The spirit of volunteerism has never shone more brightly throughout our Nation. I ask that the American people use this day to reaffirm their commitment to ending world hunger."

A recent congressional study estimated that in the combined areas of fisheries, forestry, health/nutrition and water sanitation, approximately 1,200 Volunteers have had a direct impact on more than 12 million families in 11 thousand communities.

In addition to the Africa Food Systems Initiative (AFSI) launched by Peace Corps in 1985, food related programs with long-term impact on ending hunger are:

- the establishment of fisheries to add protein to diets as well as procure an additional source of income;
- the prevention of soil erosion

Peace Corps Times



Photo—Anne Alvarez

David Levin (Niger 84-86) and Roslyn Waters (Liberia 83-85) accepted the Presidential End Hunger Award in the name of all 120,000 current and former Peace Corps Volunteers and staff.

and further loss of arable land through forestry projects;

- the utilization of food conservation techniques such as grain storage facilities, pest control and applied agricultural methods;
- the use of beneficial water and sanitation techniques;
- the introduction of agricultural extension methods for better crop production and more effective land usage;
- the employment of income generating projects as tools in alleviating hunger.

In winning this honor, Peace Corps is in noteworthy company. The 1986 winners are: Special Awards, Peace Corps and Dr. Larry Ward; Corporate,

International Minerals and Chemical Corporation; Private Volunteer Organization, Lutheran World Relief; Educator/Scientist, Dr. Robert F. Chandler; Individual, Mary Barden Keegan; Celebrity, Dennis Weaver; Lifetime, Dr. John Hannah; Government/Legislative, Silvio Conte, Dante Fascell and Mickey Leland.

Organizations that have been paid this tribute in the past three years of the awards' existence are: Save the Children, Meals for Millions, CARE, USA for Africa Foundation, Live Aid Foundation and Band Aid Trust.

The Times congratulates every Volunteer and staff member. Each of you has played an important role in bringing this high distinction to Peace Corps.

25th Activities Around the World

This has been the year of Peace Corps. Returned Volunteers here at home have had reunions, conferences and get-togethers in almost all of our 50 states.

Peace Corps Volunteers around the world have joined in the celebration with enthusiasm. Almost every country had special tee-shirts made and most had festivities at their All Volunteer Conferences.

As early as October, 1985, American Ambassador Irvin Hicks hosted a barbecue for PCVs and Host Country Nationals in the Seychelles. During this past year the Volunteers held a fundraiser to buy playground equipment for the school for exceptional children which was begun by Peace Corps in the early 80s.

Volunteers in Antigua came up with a novel idea for the 25th. They raffled a cricket bat which had been autographed by players of the West Indies team. The funds from that,

plus cake sales at the local market were used to build a shelter at the major bus stop in St. John's. They also hosted a Fun Run (just for fun and to celebrate the 25th) and wore their special tee-shirts.

American Ambassador Myles Frechette started the 25th year early when he hosted a reception for PCVs in Cameroon in November of 1985.

Director Loret Miller Ruppe began her overseas 25th visits in January by going to Tonga, Fiji and Western Samoa. August saw her in Kenya where there were receptions for PCVs, on-site visits and occasion for much joy when a young Kenyan boy won our 25th Poster Contest.

From Kenya the Director visited Malawi and was the catalyst for Peace Corps articles in the Malawian newspapers.

Ghana, our first Peace Corps country, went all out for the Director's visit to celebrate the 25th. They made

tee-shirts and caps, and even wrote edited and bound their own commemorative book. During the receptions Director Ruppe met with Ghanaian Minister Asamoah.

St. Lucia was the site of a visit from the Director, and all the Volunteers on the island gathered to welcome her.

Burundi Volunteers hosted a reception for government officials, and were honored by the United States Information Agency (USIA) with their traveling photo exhibit.

President Ronald Reagan made an official visit to Grenada and called on Volunteers there. On February 20, the PCVs saw him off at the airport with a Peace Corps banner they had made. (March/April Times.)

Office renovation and redecoration was the result of Peace Corps' looking-good-campaign for our 25th. In the Federated States of Micronesia, Volunteers celebrated 20 years



Peace Corps/St. Lucia's 25th Celebration began with the arrival of Director Loret Miller Ruppe at Vieux Fort Airport. On hand to welcome her to the island, where Peace Corps has served for 25 years, was St. Lucia's Minister of Community Development Romanus Lansiquot and Minister of Agriculture Ira D'Auvergne and the full contingent of Volunteers and staff. PCVs serving in St. Lucia are: Jacque Beechel, Kim Bowman, Robert Bridges, Cynthia Brooks, Kelly Childers, James Cuffe, Timothy Daly, Winifred Daniell, Elizabeth Dussol, Robert Hastings, Elizabeth Kossmann, Jennifer Kravitz, Toby Kravitz, Emily Lobatto, David McQueary, Julie Nemmers, Mona Panitz, William Sarvay, Neil Schuch, Verna Slane, Scott Slater, Shelley Smith, Curtis Tucker, John Walker, Penelope Watt and Mary Wertz.



Andrew Kennedy (adult at right) shows children the techniques of dribbling and shooting the basketball at a school site in Jamaica.

in the islands and 25 years of Peace Corps service by hosting an open house in their "new" office.

Volunteers in Honduras inaugurated a new office which features a museum setting for displays of each Honduran project. There was an official ribbon-cutting ceremony and a talent show with music and folk dancing. Honduras' Challenge Airlines donated free tickets for Volunteers to raffle. The money earned was used for prizes for a national poster contest sponsored by Peace Corps schools. Host Country Nationals and Volunteers also commemorated the 25th with a tree planting in Tegucigalpa and other outlying villages.

A "living legacy" of 5,000 trees were planted on the island nation of the Dominican Republic. (July/August Times.)

As part of their 25th celebration, Jamaica Volunteers were right on the ball. The basketball, that is. Peace Corps sponsored a series of basketball clinics which were taught by Andrew Kennedy. Kennedy is a graduate of Calabar High School in Kingston, a five-time representative of the Jamaica National Basketball team and currently is a star forward for the University of Virginia Cavaliers.

Kennedy, accompanied by Volunteers, conducted the clinics at various schools and recreation sites around the island for four days. Peace Corps Volunteers have played a significant role in helping basket-

ball develop in Jamaica where the games of cricket, track and field and football dominate the athletic scene. Although basketball is a relatively new sport in Jamaica, it's reasonably certain that with the help of Peace Corps and Andrew Kennedy at 6'7", the game will now stand much taller.

An unusual reception was held in the Philippines when the current Volunteers hosted a celebration for RPCVs/Philippines. In conjunction with the Ministry of Tourism, many returned Volunteers flew to the islands to enjoy an in-country reunion in October.

But the best is yet to come for two Peace Corps countries.

In Sierra Leone a celebration will be held on December 29...24 years to the day when their government first signed an agreement with Peace Corps in 1962. An All Volunteer Conference in April, in honor of the 25th Anniversary, was attended by the Ambassador, the Distinguished Paramount Chief and King Momoh. The new Volunteers were sworn in by King Momoh.

If you want to go to a real celebration, plan on January, 1987 in Thailand...it will be our 25th year in that southeast Asian country. Great festivities are being planned with the American Ambassador and Thai representatives. We'll let you know more about the details of this gala wind-up of Peace Corps' 25th Anniversary. What a year!

Gloria Ross

PC Poster Contest Winner

Twelve-year-old Robert Maratim of Kenya was the winner of Peace Corps' world wide poster contest.

The theme of the contest was World Peace and Understanding and any child 12 or under, living in a current Peace Corps country was eligible. The only rules were that the children use local paints, dyes and materials...nothing supplied by Peace Corps.

Maratim's prize was a round-trip ticket from Kenya to Washington at the time of the 25th Conference. He traveled with a companion, Godfrey Cherono, APCD/Kenya. Cherono received a certificate of appreciation on behalf of all Host Country Nationals who have worked for Peace Corps during the past 25 years.

Both Maratim and Cherono were part of the official gala concert at the Kennedy Center on the last evening of the conference.



Vice President George Bush congratulates Robert Maratim, the poster contest winner and Godfrey Cherono, APCD/Kenya who was the recipient of the certificate for all Host Country Nationals working for Peace Corps.

Commemorative Stamps

St. Lucia, Tuvalu and Sierra Leone have issued stamps commemorating their partnerships with Peace Corps in honor of our 25th Anniversary.

St. Lucia, the first Caribbean country to host Volunteers, has issued a beautiful series of stamps. They are available in the following: First Day Cover, Presentation Pack, Gutter Pack and Block of 4. *Peace Corps Times* has order forms. Write to the *Times*: Room 1214, Peace Corps, 806 Connecticut NW, Washington, D.C. 20526. Or, you may write directly to: St. Lucia Philatelic Bureau, Jeremie Street, Castries, St. Lucia, West Indies.

The Pacific Island nation of Tuvalu has issued a lovely stamp featuring the Peace Corps dove flying through a rainbow.

Designed by RPCV Gloria McConaghy, the First Day Covers can be had by sending \$1 (\$US) to: Frank Hoy, MBE, Central Post Office, Funafati, Tuvalu, Central Pacific. Peace Corps has served in Tuvalu since 1974.

Posing with a mock-up (see photo) of the Sierra Leone stamp is recent PCV Helen Clarke, who completed her tour of that African country this summer.

Information about the Sierra Leone stamp may be had by writing to: Philatelic Section, Post Office, Freetown, Sierra Leone, West Africa.

Be sure to send all your overseas letters VIA International Air Mail.

NOTE: If any other countries have issued stamps, please contact the *Times*.

The photo feature planned for this issue on the Philippines, one of Peace Corps' largest and oldest programs, will be in the next edition.



Standing in front of a Sierra Leone flag, Helen Clarke displays the art work for the Sierra Leone stamp. Clarke joined Peace Corps at age 54 and for the better part of 15 of our 25 years, she has been a PCV. Her tours include: 1966-1969, India; 1970-1973, Eastern Caribbean/Barbados; 1975-1977, Liberia; 1978-1982, Eastern Caribbean/Barbados and 1984-1986, Sierra Leone. To the best of our knowledge, Clarke has the distinction of being the only person to serve in all three regions.

Answers

1. Sargent Shriver
2. 120,000
3. 29
4. There is no limit.
5. Mali, Niger, Lesotho and Zaire
6. End Hunger Award and the International Projects Award from the Arbor Day Foundation.
7. St. Lucia
8. Peace Corps Partnerships. Write to them at Peace Corps, Room 1107, 806 Connecticut NW, Washington, D.C. 20526.

The Year of the Reader

The Library of Congress has proclaimed 1987 "The Year of the Reader," and the U.S. House and Senate have passed a joint resolution encouraging activities "aimed at restoring the act of reading to a place of prominence in our personal lives and in the life of the nation."

Fortunately, this resolution came along at the same time the *Times* had planned a new book page to bring you up to date with the new books being written about Peace Corps or by former Volunteers.

Once again, we encourage Volunteers to keep journals of your experiences. You never know, you might turn out a best seller.

"Come As You Are: The Peace Corps Story," by Coates Redmon

This book is the story, not the official history, of how the Peace Corps was born. It's an insider's view of how a handful of talented people created a government agency with an idealistic bent, in just six weeks.

We all know the traditional story of how John F. Kennedy got the idea for a peace corps... from Hubert Humphrey and Henry Reuss. But this tale introduces another wrinkle... that Kennedy got the idea from a military man, General James Gavin.

Coates Redmon, the author, was a senior writer in the early days of Peace Corps. She regales us with vignettes, very human stories, of how it was in the beginning... the hilarity of it all and the sadness and shock when President Kennedy was killed. Not relying on memory, Redmon taped hundreds of hours of interviews with her former colleagues for the book.

To no one's surprise, Sargent Shriver, the man who created the agency, is a leading figure in the book.

Redmon takes the title from a story which reveals some of the more unorthodox methods of recruiting staff. The story goes that a young man by the name of Tom Mathews was sitting in a bar in a ski lodge in Utah when he spotted a newly famous

face, the Secretary of Defense Robert McNamara, also in ski clothes, having a drink at the other end of the bar.

The telephone behind the bar rang; the bartender answered it casually, then began nodding earnestly, suddenly turning and announcing, "Washington is calling." McNamara rose and reached for the phone.

"No, I'm sorry, Mr. Secretary," explained the bartender. "It's not for you. It's for Tom." Mathews took the phone as baffled as if the call came from Mars.

A voice crackling with purpose and high spirits came through: "Tom, this is Sarge Shriver calling from the Peace Corps in Washington. I've heard a lot of great things about you and I want you to come work with us and help put this new thing together. How soon can you get here? What about tomorrow?"

"Well, I'm on vacation and I have nothing but ski clothes and a bad sunburn."

"That's fine, Tom. Come as you are. Seeya tomorrow!"

If staff recruitment seemed unorthodox, so was Volunteer recruitment. Because most of the new staff came from the recent political campaigns, they handled recruitment in much the same way. After all, a campaign is a campaign and they proceeded to blitz the campuses. The tactics must have been effective because it was the start of the tradition of the best and brightest joining Peace Corps.

In addition to portraying the general confusion of trying to create something great in six weeks, the book takes you overseas with country staff and Volunteers and gives an unvarnished look at the challenges they faced. Another insight was the interest, then Vice President, Lyndon Johnson took to see that Peace Corps wasn't swallowed up by other agencies.

The descriptions of Shriver's whirlwind trips overseas to set up programs make you realize why he was often referred to as "Kennedy's ebullient brother in law." I'm still trying to figure out how he slept on the floor under the seats on those overseas flights.

"Come As You Are," is different from anything you've ever read about the Peace Corps. It's funny, full of inside information, yet it has its serious and poignant moments.

Anyone who's interested in how things get done in Washington or who has even a smattering of interest in the Peace Corps should have this book in his library.

Dixie Dodd

The next issue will feature "Into Africa: With the Peace Corps," by Sue Sadow, Peace Corps' first senior Volunteer and "The Peace Corps Today," by Merni Fitzgerald.

A short list of Peace Corps books recently published follows on page 24.

Duarte: My Story, by the President of El Salvador, Jose Napoleon Duarte with Diana Page is also just off the presses. While collaborating with President Duarte on his autobiography, Page, a Peace Corps Volunteer in Brazil from 1968 to 1970, was given an office in the Presidential Palace.

Publication of this work was fraught with difficulties. The kidnapping of Duarte's daughter delayed completion for several months and later, the devastating earthquake in October forced Duarte to cancel his trip to the United States in connection with the book's release. If the book becomes a best seller, perhaps Page's motto should be, "Ad Astra Per Aspra."

After her Peace Corps Service, Page worked for 15 years as a journalist covering Latin America. She covered Brazil and Argentina for United Press International and the *St. Petersburg Times* and has been the Washington correspondent for three Argentine newspapers. Currently, Page is a free lance writer based in Washington, D.C.

The book is available for \$18.95 from the Putnam Publishing Group, 200 Madison Ave., New York, NY 10016.

To The Times

Dear *Peace Corps Times*,

I am writing you with the hopes that you might be able to help me locate Mr. Robert Bauer of Tampa, Florida. He came to the Philippines in the late 60's and worked as a Peace Corps Volunteer. He was with us for two years, from 1967 to 1969. He left the country when his term expired and since then we never heard from him.

I could never forget how good he was to me and my classmates. Our school was lucky to have him as a PCV. Truly, he made himself a part of us and he will always have a special place in our hearts.

Over the past few years, my teachers, classmates and I waited patiently for him to communicate with us. We also tried writing him at the address he left us, but got no reply. We presumed he and his family have moved to another place.

I hope that writing you now would lead us to the whereabouts of our long lost "big brother, Sir Bob" and his family. We wish to personally thank him for what we have become.

Rudi Gunabe
Union Bank of the Philippines
Davao-Recto Branch
C.M. Recto St.
Davao City 9501
The Philippines

Dear Mr. Gunabe,

After weeks of searching, we have found your Robert Bauer. He is a psychology professor at Fairmont State College in West Virginia. His address is:

Robert Bauer
1090 West View Dr.
Fairmont, West Virginia 26554
He would like to hear from you and any other of his former students and other PCVs.

The Editor

* * *

Dear *Peace Corps Times*,

I am a Volunteer in Barbados with an academic background in anthropology.

I am currently proposing a symposium for the American Anthropological Association meeting in the Fall,

1987. This symposium will take one of two possible forms depending on the interests of potential participants such as Peace Corps staff, Volunteers and Returned Volunteers:

1. A set of reviews by Peace Corps connected anthropologists devoted to the application of anthropological theory and method in Peace Corps programs (education, agriculture, small business, etc.).

or

2. A set of papers specifically focused on Peace Corps involvement in the area of cultural resource development (national heritage and tourism industry).

Please print this proposal along with my invitation for letters of interest from Peace Corps personnel with anthropology backgrounds or cultural research projects.

Steven Hackenberger
Barbados Museum & Historical Society
St. Ann's Garrison
Barbados
West Indies

* * *

Dear *Peace Corps Times*,

We continue to receive inquiries from Peace Corps Volunteers requesting information on our solar powered battery chargers. While we are more than happy to accommodate their needs, their dilemma should be addressed more comprehensively than we can accomplish on a limited basis.

My understanding is that the Peace Corps sends a letter to its prospective volunteers suggesting things they might consider bringing with them, usually including solar chargers. The people writing us however, seem to have a great deal of difficulty finding a place to buy these products.

Based on volunteer comments, we seem to be the only company manufacturing completely weather-proofed chargers utilizing satellite type solar cells for the highest power size to ratio available anywhere in the world. Should you choose to notify your readers of these products, including Button Battery Chargers, AA/C/D Chargers, AA/AAA Chargers, Solar Panels with 18 v @ 500 mA

capacity, and Power Paks providing 6 v @ 10 amp/12 v @ 5 amp power outputs, our customer list includes Dick Smith Electric, Eddie Bauer, Edmund Scientific and Sears Roebuck; all in their catalogs. Or if they wish information, they can write to us directly.

Certainly this is not meant to be opportunistic, rather it's an attempt to provide some normalcy for those people who give up part of their lives for others.

Jack Kucera
Solar World
2807 N. Prospect
Colorado Springs, CO 80907

Books—from page 23

Viorst, Milton, ed. *Making a Difference: the Peace Corps at 25*. 1986. \$16.95. Weidenfeld & Nicolson, 10 E. 53rd St., 14th Fl., New York, NY 10022.

* * *

Fitzgerald, Merni. *The Peace Corps Today*. (age 8 and up) 1986. \$11.95. Dodd, Mead & Company, 79 Madison Ave., New York, NY 10016.

* * *

Peace Course: Recipes From Around the World. 1985. \$7.00 + \$1.75 postage & handling. Peace Corps/VISTA Alumni of Colorado, Box 18995, Denver, CO 80218.

* * *

Redmon, Coates. *Come As You Are: The Peace Corps Story*. 1986. \$22.95. Harcourt, Brace, Jovanovich, Inc., 1250 Sixth Ave., San Diego, CA 92101.

* * *

Sadow, Sue. *Into Africa: With the Peace Corps*. 1986. \$7.95 + \$1.00 postage & handling. Beaumont Books, Box 551, Westminster, CO 80030.

* * *

Sanders, Geneva. *The Gringo Brought His Mother: A Peace Corps Adventure With A Difference*. 1986. \$12.95 hardcover, \$6.95 paper. Corona Publishing Company, 1037 South Alamo, San Antonio, TX 78210.

ICE ALMANAC

Networking

Philippines Technology Support Center

Volunteers in the Philippines are very fortunate to have access to the myriad of resources available in the Technology Support Center (TSC). Some of these resources are technical materials, language manuals, Filipiniana, travel guides, information on careers and universities, local and international periodicals, reference works and other types of materials. In order to house this (as well as a Volunteer lounge on the ground floor) the TSC occupies an entire two-story building in the Peace Corps/Philippines compound. The TSC is one of the largest, most fully-staffed and supported in-country resource centers in the Peace Corps world.

The driving force behind the TSC is a philosophy based on service to the Volunteers and staff. The TSC staff briefs every Peace Corps training group on its collections, services and policies. The TSC facilities are a testimony to this service philosophy. Volunteers may access the TSC directly during office hours Monday through Friday, 8 am to 5 pm.

The heart of the TSC is the library which occupies most of the upstairs and accommodates an average of 30 to 50 people a week. Although the library's primary mandate is to serve the needs of Peace Corps, many users from outside the Agency also do research there. These users are mostly students, but government and other development workers also benefit from the Peace Corps' resources.

Volunteers who cannot come personally to the library may write for information. The TSC staff researches an average of 10 to 20 letters per week. They often call/go outside the library to fill the request or locate contacts for the PCV to visit. The materials are sent to the Volunteers through the pouch, regular mail or are hand-carried. Volunteers may also return materials through the

mail as long as they include a letter indicating who borrowed the materials.

The Peace Corps staff also makes use of the library collection in the TSC. The TSC staff regularly routes materials to PC staff, such as newspapers and publishers' catalogs. PC staff may call back to the TSC for materials or they may come and browse the shelves themselves. PC staff can play a very active role in TSC development by advising on materials to collect and by directing Volunteers in the use of the TSC. By working together, PC and TSC staff provide strong support for the informational needs of Volunteers.

This informational support comes out of the TSC in many forms and on many topics. The majority of materials in the TSC cover technical areas from agriculture to water/sanitation. Six library stacks house about 2,000 technical manuals which TSC loans for a 1-month period.

The "data files" contain articles, pamphlets, newsclippings and other ephemera on technical topics. These files occupy roughly 80 square feet of shelf space and are organized in the same manner as the technical manuals. Users may borrow documents from these files if there are multiple copies, otherwise photocopies can be made. Another resource comes in the form of the "Volunteers in Asia Microfiche Library" which contains over 850 technical manuals. The TSC also houses posters and other audiovisual materials.

The TSC also collects materials on non-technical topics. Over 90 languages are spoken in the Philippines and the TSC maintains a collection of manuals on most of these languages as well as a few on Spanish, French and other languages of interest to Volunteers.

Other cultural material found in the TSC is its unique collection of

Filipiniana which is composed of novels, histories and other studies on, about or authored by citizens of the Philippines. The collection also includes geographic and natural history materials.

For those Volunteers who wish to venture outside of the Philippines, the TSC maintains a collection of travel guide books which are usually acquired from donations. Volunteers who are about to COS also find the career section of particular interest with its college catalogs, GRE and other exam booklets and career guides.

The TSC also supports Peace Corps with more general information and other special services. A set of encyclopedias, various directories, PCV bibliographies and other works comprise the general reference collection. The "specified" reference section includes guidelines for writing project proposals, feasibility studies and information on private

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Special Issue Note

Due to this special issue of the PEACE CORPS TIMES, the ICE Almanac must forego the following:

- the **Feature** article covering one of the sectors in OTAPS;
- the **From the Field** section, normally reprinted from a Volunteer's article or report; and
- the **S.P.A. Network** which informs our readers about S.P.A. funding.

Take heart, though.

ALL will return in the January/February issue!

(Philippines from page 25)

voluntary organizations and government agencies which assist in funding projects. Various periodicals, such as the *International Rice Research Newsletter*, are also available in the TSC. The TSC provides a very special service to new Volunteers by compiling a "book pack" of nine very useful titles, such as *Where There Is No Doctor*. The seasoned staff of the TSC are knowledgeable about information sources in the Philippines. By participating in library and other information handling activities, they

are able to track down materials on topics not adequately covered in their collections.

The TSC also caters to some of the recreational needs of Volunteers and staff by offering them a lounge area. The lounge is well-used by Volunteers from the provinces who often need a base while conducting business in Manila. Volunteers and staff in Manila also take advantage of the cool lounge with its newspapers and large display area of pleasure reading materials which consists mainly of paperback novels. This collection of approximately one hundred books

operates on an honor system whereby users take what interests them and donate what they no longer need. Close of service and swearing in are a few times when this collection fluctuates considerably. An average of 50 to 75 users visit the TSC lounge per week.

A recent event of special note involving the TSC was the ICE In-country Resource Center Workshop held in Manila, July 7-11, 1986. The Workshop participants spent an entire day in the TSC to research ques-

(Continued on page 28)

Returned Peace Corps Volunteer Groups

The series of events that led up to the exciting celebration of Peace Corps' 25th Anniversary in Washington, D.C., September 18-21, 1986, generated immense enthusiasm for the Peace Corps both at home and abroad. An estimated 10,000 people attended the more than 80 conferences held throughout the United States and the weekend of events in Washington, D.C. (see other articles in this issue). The majority of the participants in these activities were Returned Peace Corps Volunteers (RPCVs) who feel so strongly about world peace that they continue to fulfill the goals of Peace Corps.

Many RPCVs have found that their efforts are more effective and more enjoyable when they join together to form RPCV groups. The list of accomplishments and activities of these groups is very extensive, but most cluster around these themes:

- Promoting Peace Corps' third goal which is *bringing the world back home*;
- Assisting recently returned Volunteers adjust to life state-side;
- Participating in Peace Corps recruiting efforts;
- Strengthening development projects overseas;
- Organizing community development projects in their own areas;
- Voicing political concerns; and
- Having fun!

Every Volunteer is confronted with problems upon returning home. RPCV groups are a comforting link

between Volunteer service and life in the United States, and there are many groups from which the recently returned Volunteer may choose. RPCV groups are as diverse as the character of the Peace Corps. Most of the groups are organized geographically, some by country of service and a few by political orientation. Currently, over 60 groups span more than half the U.S. and boast a membership of approximately 5,000. A flurry of group formation occurred after Peace Corps' 20th Anniversary in 1981, usually rising out of informal social activities among RPCVs. Groups vary in their degree of organization and activity but many publish newsletters, elect officials and hold regular meetings and events. Furthermore, many RPCV groups engage in activities that have a direct impact on Volunteer projects.

One way that many RPCV groups contribute to the development effort is through the funding of projects. Oftentimes the easiest channel for this funding is through the **Peace Corps Partnership Program**. In this program, the community identifies a need and submits a proposal to meet that need through a Volunteer. Over the last few years, 25 different RPCV groups have sponsored 36 projects; the **RPCVs of South Carolina** are currently among the most energetic, supporting six Partnership projects. Examples of RPCV-sponsored projects include an electric grain mill in Mali, school building or improvement in several countries and vari-

ous water supply and agricultural projects. To raise funds for these projects, RPCV groups have done the following and more: sold tee-shirts; flown kites; held benefit dances and pancake breakfasts; and raffled items. Proceeds from the extremely successful **RPCV/Washington D.C.** international happy hour series go to Peace Corps Partnership. For more information on the guidelines and re-

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ICE Almanac

ICE Director
Maureen Delaney
Editor
David Thomas
Networking
Trish Heady

The ICE ALMANAC features a variety of Volunteer ideas and technologies which can be adapted locally, and highlights particular program areas with notes and recommendations from programming specialists in the Office of Training and Program Support.

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. Contributions, requests for technical information or correspondence concerning the ALMANAC should be sent to: Peace Corps, ICE, Rm. M-707, 806 Connecticut Ave., NW, Washington, DC 20526.

sponsibilities involved in a Partnership Project, contact your country staff or write to:

Peace Corps Partnership Project
Room 1107
806 Connecticut Avenue, N.W.
Washington, D.C. 20526

RPCV groups have provided assistance to developing countries in other ways as well. Several groups support scholarship programs for host country nationals. The **Peace Corps Alumni for Philippine Development Foundation** maintains a contact in Washington, D.C. and Manila, the Philippines to select and administer student scholarships. **RPCV/Washington, D.C.** regularly sponsors the **Ashoka Society** which provides fellowships to public policy innovators. **Les Amis du Togo** (Friends of Togo) assists Togolese students with periodic scholarships. The **Jean Yamanaka Fund of the Southern California Peace Corps Service Council** provides funds for ongoing projects. In addition to these activities, RPCV groups also work regularly with other development groups such as Oxfam America, Youth for Understanding and Partners of the Americas.

Thus far, most resources that RPCVs have shared with developing countries have been financial; however, the potential to expand RPCV assistance to these countries through current Volunteers is considerable and will, it is hoped, be more fully explored. Book donations and assistance with technical queries are two ways that RPCVs may be able to help Volunteers. In turn, Volunteers can be very helpful in increasing the resources of RPCV groups. Most of the RPCV activities revolve around Peace Corps' third goal, development education, i.e. informing Americans of the situations in developing countries. Any photograph, artifact, anecdote or other example of the culture in which you are living that you can collect now will be of extreme importance when you come home.

Strengthening ties between current and returned Volunteers is one way to harness the enthusiasm for attainable development generated by the 25th Anniversary. Awareness of

the impressive resources offered by RPCV groups not only contributes to the potential for support in your current positions, but also enhances your impact on the United States and the success of your re-entry process into life at home.

Spearheading much of the RPCV development education activities is the **National Council of Returned Peace Corps Volunteers**. The United States Agency for International Development (AID) has awarded the National Council funds for development activities. Additional funds from the Carnegie Corporation of New York have enabled the National Council to organize a considerable development education effort. The National Council offers seed grants to RPCV groups for projects such as photo libraries, a speakers' bureau handbook and other educational aids. The National Council's newsletter, *Development Education Exchange*, keeps RPCVs current on Third Goal activities and offers practical advice, such as how to put on a slide presentation. The "Opportunities for Action" section of the newsletter presents a calendar of activities that will facilitate collaboration between RPCVs and other development organizations. If you are interested in learning more about the National Council or development education activities, you may contact:

The National Council of
Returned Peace Corps Volunteers
P.O. Box 1404
Omaha, Nebraska 68101

Some other ways that many RPCV groups contribute to development education are: sponsoring conferences; training teachers; participating in international fairs; organizing a speakers' bureau to give talks on developing countries; producing a Peace Corps' Anniversary timeline history poster and map; publishing cookbooks of recipes, customs, and food traditions from countries of service.

Other RPCV activities include many community-minded projects such as sponsoring refugee families, creating language- and skills-banks

of available individuals with specific language and other skills and fund-raising for organizations within their communities such as a Children's Hospital. Issue-oriented RPCVs sponsor forums for discussing topics of interest, publish books and other materials or sponsor specific projects. The members of **Les Amis du Togo** keep their ties to Togo strong by arranging a semiannual trip there.

RPCV groups also work with Peace Corps in the United States by assisting with recruiting, orienting and helping RPCVs readjust and, sometimes, find employment. For example, together with the Peace Corps Recruiting Office, the **Association of Kansas Returned Peace Corps Volunteers** organizes "NOM" parties where RPCVs and potential Peace Corps Volunteer candidates interact. RPCV groups are a very important link in the Peace Corps network, especially because they offer support to newly returned Volunteers who have undergone a unique experience with which most Americans cannot fully identify simply because they have not gone through it. RPCV groups play such an important role in Peace Corps that the Office of Private Sector Development (Peace Corps Partnership is also in this office) has created a position for an RPCV liaison person.

About six months before close of service, all Volunteers receive a *Career Resource Manual* from the Office of Returned Volunteer Services which contains a list of RPCV groups. You may want to communicate with the group you wish to join before you leave country. And remember, most of these groups began as social organizations and they still recognize the importance of that function!



National Council of Returned Peace
Corps Volunteers

Sector Updates

CONSTRUCTION/HOUSING

Making Building Blocks With the CINVA Ram: A Supervisor's Manual (ICE Reprint).

Explains how to use the CINVA Ram Block Press, a simple, low-cost portable machine for making blocks and tiles from ordinary soil. A step-by-step approach prepared by people who used the machine and worked out the problems.

Available free through ICE to all PCVs and staff working in related projects.

EDUCATION

Advanced Level Physics, by M. Nelson and P. Parker, 1982 (Heinemann Educational Books Ltd., 22 Bedford Square, London WC1B 3HN, England) 948 pp. \$27.50.

A textbook for advanced-level students of physics. Chapters on the mechanics and properties of matter; heat; geometrical optics; waves, wave optics and sound; electricity and atomic physics. Includes review exercises and multiple choice quizzes with answer keys.

Available free through ICE to PC offices/resource centers in-country only; two copies per country.

Physics for Rural Development, by D.G. Swift, 1983 (John Wiley and Sons, 605 3rd Ave., New York, NY 10158) 257 pp. \$37.95.

Intended for teachers who wish to teach physics from a perspective of greater relevance to the rural environment. Introduces individual examples of applied physics such as the design of water towers and solar water heaters, the use of biogas and hydraulic rams, the physics of art and music, and studies their theoretical bases in depth. Provides guidance for teachers in implementing the rural physics approach. Includes exercises and answer keys as well as references to sources of information on appropriate technology and rural development.

Available free through ICE to PC offices/resource centers in-country only; two copies per country.

Physics Olympics Handbook, by Susan Agruso, Carole Escobar, and Virginia Moore, 1984 (American Association of Physics Teachers, 5110 Roanoke Place, Suite 101, College Park, MD 20740) 26 pp. \$3.00.

Gives basic guidelines for organizing and running a Physics Olympics within one school or among many. Provides descriptions of various possible events, ranging from different types of constructions, to outdoor projects, quizzes and art shows. Includes basic rules for each event mentioned, and gives tips on scoring, judging, awarding prizes, etc.

Available free through ICE to PC offices/resource centers in-country only; two copies per country.

TRAINING

Improved Cookstoves: A Training Manual, edited by Lynda Lillywhite, Domestic Technology International, Inc., 1984 (Peace Corps/Information Collection and Exchange) 245 pp. Free.

A pre-service training manual for the construction, testing and maintenance of earthen, ceramic and metal cookstoves. Designed primarily for trainers with experience in cookstove technology, metal working and ceramics. May be adapted by less experienced trainers by enlisting the collaboration of local experts. Emphasizes the sociocultural and technological considerations involved in stove construction and the importance of increased efficiency in the context of a worsening fuel crisis.

Available free through ICE to PC staff and others involved in the training of PCVs.

WID

Assessing the Impact of Development Projects on Women, by Ruth B. Dixon, 1980 (Office of Women in Development and Office of Evaluation, Bureau for Program and Policy Coordination, U.S. Agency for International Development, Washington, DC) 105 pp. Free.

Identifies what works and does not work in specific environments. Proposes comprehensive framework for measuring the impact of development on women. Suggests strategies for collecting additional information.

Available free through ICE to all PCVs and staff working in related projects.

Third World Women at Work, Children in the Tropics Series, 1983 (International Children's Centre, Chateau de Longchamp, Bois de Boulogne 75016 Paris, France) 39 pp. Free.

Discusses women's role in food production and wage earning. Encourages discussion of ways to improve everyday conditions for women and to define their relationship to the workplace more clearly.

Available free through ICE to all PCVs and staff working in related projects.

(Networking from page 26)

tions, catalog materials and role play. This experience was rated the highest of all the activities in the Workshop. Many participants found the policies and procedures of the TSC so helpful that they decided to adapt them to their own in-country resource centers.

The staff of TSC also benefitted from participant use in that it enabled them to see the strengths and the weaknesses of their systems. Some of the actions that the TSC staff decided to undertake as a result of the Workshop are:

- to review the entire technical collection, beginning with the data files, for relevance of materials;
- to discard irrelevant materials and catalog those to be retained using the ICE classification scheme;
- to acquire and catalog new materials;
- to produce a procedures guide to assist staff and users in understanding the mechanics of the TSC.



Harry Belafonte, host extraordinaire and Master of Ceremonies at the Kennedy Center Salute to Peace Corps, holds Emilio Mestre of the Washington International Childrens Choir. Emilio is from Bolivia.

BACK COVER—Judy and Alan Guskin, two of Peace Corps' first Volunteers (Thailand 61-64) lay a wreath near the Eternal Flame which burns brightly at the grave of President John F. Kennedy at Arlington National Cemetery. They are flanked by Sargent Shriver and Loret Miller Ruppe. The Guskins were in the crowd that October night in 1960 at the University of Michigan when Kennedy made his now famous speech about a "peace corps."

